DOCUMENT RESUME

ED 346 378 CG 024 287

AUTHOR	Tindall, Judith A.; Salmon-White, Shirley
TITLE	Peers Helping Peers: Program for the Preadolescent. Leader Manual and Student Workbook.
REPORT NO	ISBN-1-55959-007-6; ISBN-1-55959-010-6
PUB DATE	90
NOTE	504p.
AVAILABLE FROM	Accelerated Development Inc., 3400 Kilgore Ave., Muncie, IN 47304-4896 ($15.95 leader manual; $14.95 student workbook).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Helping Relationship; Interpersonal Competence; Interpersonal Relationship; *Peer Counseling; Peer Influence; *Peer Relationship; *Preadolescents

ABSTRACT

This leader manual and student workbook identify human relationship skills which will be valuable to peer helpers as they use their skills in their official roles. The first part of the leader manual discusses the organization and structure of a peer helper program; competencies of adult peer leaders; characteristics of effective helpers; program development; time requirement; space and materials needed; evaluation; and ethical considerations. The second part of the leader manual and the first part of the student workbook present nine modules. These modules focus on getting acquainted; helping process skills; caring skills; empathy skills; sending "I" message skills; helpful questioning skills; conflict resolving skills; decision making and goal setting skills; and putting peer helper skills into action. The third part of the leader manual discusses application of skills in such programs as peer support and peer tutoring. The second part of the student workbook presents supplementary activities. These include: (1) making initial contact with another; (2) giving compliments; (3) relating to others; (4) casual relationships; (5) improving study skills; (6) listening in class; (7) how to help oneself and others study better; (8) behavior contract; (9) role-playing; (10) individual differences; (11) understanding how students act when they are insecure; (12) understanding peer pressure; and (13) resisting peer pressure with drugs and alcohol. (ABL)

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PEERS HELPING PEERS
Program for the Preadolescent

Leader Manual

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PEERS HELPING PEERS
Program For The Preadolescent

LEADER MANUAL

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PEERS HELPING PEERS
Program for the Preadolescent
Leader Manual

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1 2 3 4 5 6 7 8 9 10

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ISBN: 1-55959-007-6

LCN: 89-81011

Order additional copies from:

ACCELERATED DEVELOPMENT INC., Publishers
3400 Kilgore Avenue
Muncie, IN 47304
(317) 284-7511
Toll Free Order Number 1-800-222-1166

DEDICATION

First of all, this book is dedicated to the many professionals who work day in and day out helping students learn to help each other. These people have a positive belief system that says that people of all ages can learn the skills to help each other grow and develop constructively and ultimately become a more caring society.

This is also to tell the people that have used our other peer helping materials and have encouraged us to develop a peer helping program for younger students with a leader manual that is easy to use. We want to dedicate this to our colleagues with whom we work daily that have given us help and encouragement to complete the Peer Helping Program for Preadolescent.

PREFACE

PEERS HELPING PEERS: PROGRAM FOR THE PREADOLESCENT: LEADER MANUAL and the accompanying exercises entitled *PEERS HELPING PEERS: PROGRAM FOR THE PREADOLESCENT: STUDENT WORKBOOK* grew out of our work with young people in schools and in our private counseling. We felt that simply not enough professional mental health workers are available for young people in schools, play activities, and homes. Therefore, young people need to be trained to help their peers with daily development issues that arise. We believe the human relationship skills identified in these two books will be valuable to peer helpers as they use their skills in their official roles. These important basic skills are also needed to be a more full and complete human being positively interacting with family, co-workers, and friends.

Research supports the fact that information given by peers are utilized more than information given by adults. Research also supports the idea that young people often talk with another young person first before they talk to an adult. Therefore, because of the natural communication pattern of young people listening to other young people, we decided that helping them with effective listening and helping skills make sense. The activities are somewhat different from activities used with other students and adults, however, some get-acquainted activities and key helping skills such as caring (listening with your body), empathy, sending "I" messages, helpful questioning, resolving conflict, and decision making are meaningful for any age.

After analyzing several preadolescent programs in peer helping, a missing component seemed to be the application of these key helping skills. Therefore, we have given some examples of how these key helping skills can be utilized in a variety of programs.

The Leader Manual is intended for those interested professionals such as teachers, counselors, ministers, religious education leaders, social workers, and other helping professionals. The Student Workbook is intended for those preadolescents that want to learn human relation skills. The

Leader Manual and Student Workbook can be a core curriculum or an adjunct to existing programs and developing programs to be used in schools, churches, community centers, and camps.

We wish to thank all our co-workers at Ferguson-Florissant School District, clients with whom we work in our private practice, other school districts' personnel with whom we have consulted throughout the country who have encouraged us and cooperated in the development of our peer helping program for preadolescents. We thank Joe Hollis, our editor, and his wife, Marcy, whose energy and help have been invaluable. We want to give specific thanks to Nancy Howell, Dan Mosby, Dorothy Coleman, and Jane Windish.

Appreciation is expressed to the following for permission to use material produced or developed by them.

> Ferguson Florissant School District and Counseling Staff of the District of Florrissant, Missouri.
>
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INTRODUCTION TO LEADER MANUAL

The actual training manual is designed for anyone desiring to be actively involved in a peer helping program. The peer helping workbook has activities designed for students to follow during the training. Both the *Leader Manual* and *Student Workbook* fit together with clear goals for each activity, specific training procedures, and a suggested evaluation process.

Before teaching young people key helping skills, they need to trust each other and be able to work as a group. Therefore the first Module is designed to provide young people the opportunity to share and listen to others.

Part I, Organization and Structure of Peer Helper Programs, of the *Leader Manual* provides basic information on how to start a program and what steps to take. Selection of leader and participants as well as gaining community support are essential.

Part II of the *Leader Manual* helps the student to learn basic knowledge related to effective helping through key helping skills. They are organized in a sequential manner with these skills building on each other and providing the framework for learning all other related skills. These eight key helping skills are as follows:

The Helping Process Skills,
Caring Skills,
Listening With Your Body,
Empathy Skills
Sending "I" Messages Skills,
Helpful Questioning Skills,
Conflict Resolving Skills, and
Decision Making and Goal Setting Skills.

Another module, Module 1 is to help them get acquainted with each other.

Part III is a practical guide for leaders that designs roles for the peer helpers to perform. Brief explanations of a few existing peer helping programs are discussed along with supplimental training ideas that would be specific to these unique programs. Part III also is designed to help students apply the basic skills that they have learned in a structured, well-monitored program. These are illustrative ways, not the only ways, that peer helpers can use their helping skills. Practitioners will need to decide in their own creative ways other applications of peers helping peers in a meaningful peer helping program based on locally identified needs.

These potential helpers have the ability and skill to problem-solve social situations in such a manner as to maintain relationships without undue conflict. They have the ability to analyze a situation, look at several alternative responses, and choose the one that minimizes conflict with both adults and peers.

Part III should be taught only after the leader feels comfortable with the skills of those students selected as peer helpers. The supplimentary activities are just a few to assist the peer helper in the role he or she is asked to perform.

Part I

ORGANIZATION
and
STRUCTURE
of
PEER HELPER
PROGRAM

ORGANIZATION
and
STRUCTURE
of
PEER HELPER
PROGRAM

INTRODUCTION AND RATIONALE

Most of the training in peer helping has been developed for the high school and adult levels. Learning in the area of peer helping can actually take place with preadolescents. Because of the significant affective needs emerging in children, the training applications need to begin at the elementary school age. Myrick and Bowman were among the first to develop materials for the elementary child. The following *Leader Manual* and *Student Workbook* have been developed to meet those needs. These materials focus on needs of children in fourth grade through six grade with structured learning activities in key helping skills with accompanying training in skills application.

Peer Helping Movement

Education felt the impact of peer helping in the 1960s with the revolution in thinking that occurred at that time. Students were involved with drugs in great numbers and peer helping programs were developed because at that time the thought was that students could relate more closely and honestly with other students. Since adults were viewed somewhat negatively as the "establishment," students were trained to help other students simply because they were considered to be one of the only vehicles that would work. Barbara Varenhorst and Judy Tindall were two individuals who began to develop high school programs and accompanying training activities. The Spark Program in New York City began to meet the needs of the New York City students in the area of peer tutoring and peer counseling.

During the middle 1970s, the "Back to Basics" movement occurred in education, and many affective education programs were dropped from schools as educators once again returned to teaching basic skills of reading, language, and mathematics. The focus in schools was on accountability and measurement after the "Nation at Risk" report was published and education was being criticized for not doing its job in educating students. During this time the College Board was reporting declining SAT scores. Thus the age of accountability was born with an increased emphasis on teaching competencies that are measured through testing.

The "Back to Basics" movement went into decline as technology was developing rapidly and the "at risk" student began to surface. The educational pendulum began to swing back much as it had in the late sixties. Students began to drop out at high rates, studies determined that the "at risk" student could be identified at an early age, government monies began to be appropriated for drug abuse prevention and drop out prevention programs, and the pendulum had swung full circle. Frank Riessman, noted educator, believed that a new wave emerged in the eighties relative to the peer movement. He cited examples of peer coaching, tutoring, helping, and teaching as examples of this new movement. More and more programs in the nineties are again being developed as a basis of peer involvement. Since, culturally, this seems to be a time that is somewhat similar to that of the sixties, i.e., increased drug use, large numbers of students participating in gangs, teenage suicide and depression on the rise, and more drop outs from school, then a natural phenomenon is to turn again to the use of peers simply because the adult "establishment" is no longer responsive or appears to be responsive to needs of students.

Helping skills do not come naturally to most people, especially the preadolescent child. Piaget described that the child in the age of concrete operations and thinking has extremely egocentric ways. At the same time, the child's needs for belonging and approval from the peer group are very strong. The result of those conflicting needs is often some form of cruelty or hurtful behavior toward others simply to meet his or her own needs. Through training in helping and practical experience in helping peers, our experience is that students can truly help each other and experience a more smooth transition into adolescence without much of the turmoil and dysfunctional behavior. The skills learned can be applied to peers, to the home, and to schools. These skills are lifetime skills that can help them develop into more effective leaders, parents, workers, and friends. Also these skills can help create a more caring society.

Peer Helping as Part of School Culture

Terry Deal has written about the importance of schools realizing that they are part of a culture with stories, myths, heroes, heroines, rituals, and symbols. The school culture exists to provide faith and confidence in its members. Heroes of the culture serve to help keep the values and the norms constant. Peer helpers can become heroes within a school culture and can help promote positive, nurturing behaviors within a school. Through the establishment of ceremonies in the peer helping program, peer helpers and their behaviors can become an on-going cultural base. Other students can learn to come to school, study, be cooperative and avoid conflict by learning from the role modeling established by peer helpers. Peer helpers can help to make clear the shared values of the school. Therefore, the peer helping program can directly contribute to the strengthening of norms in the school which can lead to a more positive school culture with identified heroes learning and exhibiting those behaviors that affirm and help others.

Figure 1 is an illustration of how peer helping can be considered a facet of building a culture of personal responsibility in a school. The parent component of the culture involves parents working together in a network to set rules for students, a parent education program, parent advisory councils, and a ministerial alliance. The teacher component involves using effective discipline and teaching models, an advisement program, and acting as positive role models. For students, the model involves a story telling program that teaches values through stories, a peer helping program, a summer transition program emphasizing self concept and team building activities, a model guidance program, after school tutoring, and a school success building program to help students resolve conflict and become mentally prepared for school. Peer helping is a component of these student programs. Other programs can be selected as components in the model that stress characteristics of personal responsibility and can be reinforced by significant adults in the lives of children.

Building Group Cohesion—The Retreat

The retreat is an important vehicle for developing group cohesion and establishing the culture of the group. This is a time for peer helpers to spend some length of time together engaged in group activities that stress self-concept, sharing, and team building. The retreat can last for one day, a weekend, or any other extended period of time. The best time to hold the retreat is at the beginning of the program. Brief retreats can be held later to evaluate results and plan future goals. Facilities outside the school district can be found where students are apart from the mainstream so that they may concentrate fully on activities. Possibly these meetings could be held in a school building during an evening or on a week end. Retreats need to be well structured and organized. If funds aren't readily available from the school district, retreats can be funded through grant money, through parent contributions, or even through fund raising activities. Some retreats invite parents for segments of time to help supervise

PERSONAL RESPONSIBILITY CULTURE BUILDING

Goal: To develop personally responsible students

Students
1. Storytelling
2. Peer Helping
3. Summer Transition Program
4. Model Guidance
5. After School Tutoring
6. School Success Building

Parent-Community
1. Networking
2. Parenting Program
3. Advisory Council
4. Ministerial Alliance

Teachers
1. Effective Teaching and Discipline Models
2. Advisement
3. Role Modeling

Results
1. Stable Community
2. Responsible Students
3. Successful Students
4. High Staff Commitment & Morale

Figure 1. Illustrates how peer helping can be a facet of building personal responsibility in a school.

and participate. A sample retreat agenda for one day might include the following activities:

1. Welcome and introduction	leader	8:00
2. Get acquainted activity	leader	8:30
3. Peak experience sharing	leader and facilitators	9:30
4. Nutrition Break	all	10:30
5. Who am I collage	all	10:45
6. Trust walk	leader	11:30
7. Team lunch preparation	facilitators	12:00
8. Active Listening	facilitators	1:00
9. Twenty Things I Love to Do	leader	2:00
10. Goal Setting	leader	2:30
11. Discussion of Peer Helping Goals	leader	3:00
12. Nutrition Break	all	3:30
13. Strength Bombardment	leader	4:00
14. Goodbyes	all	5:00

Specific Needs of the Preadolescent

Preadolescents have their own developmental needs that need to be addressed. Blocher has written an extensive rationale for developmental psychology. Suffice to say here extensive information views growing to adulthood as part of a developmental cycle. Levison in *The Seasons of A Man's Life* has taken that concept one step further and postulated that the developmental cycle goes on until old age.

Some of these needs that are obvious at this level are constant conflicts among children in attempts to get their own needs satisfied. This emerges through fighting, cutting comments and put downs, teasing, and exclusion of others. As a result, cliques and gangs emerge with some children choosing to retreat thereby becoming almost "lost children." As a result of the media and adult models, social pressure emerges to cause them to behave like adults. The end result is earlier sexual contact resulting often in pregnancies, drug usage, depression, and suicide. These result from children being on their own too fast with no adult supervision. With many parents working and not being at home with their children, the child is left at home alone to make decisions and not strong enough to survive peer pressure without effective parent role models to define guidelines and enforce rules.

As a result, children go through this period not knowing who they are. The end result is low self-esteem which retards growth academically, emotionally, and socially. Training in basic helping skills is be one strategy to meet problems of today's preadolescents.

COMPETENCIES OF PROFESSIONAL ADULT PEER LEADERS

Exhibit Facilitative Conditions

The authors believe that specific skills are needed to be successful adult peer trainers. Truax and Carkhuff (1978) found that in order to be a successful helper, certain facilitative conditions were necessary in order for therapeutic change to take place. These authors did extensive research involving a variety of helpers, i.e., roommates, psychotherapists, lay helpers, and teachers. They found that effective helpers must exhibit a minimum level of three conditions of

1. ***accurate empathy,***
2. ***non-possessive warmth,*** and
3. ***genuineness.***

Therefore, in any peer helper program the leader must be operating at high levels of these facilitative conditions. These scales can be learned through reading the *Art of Helping* by

Carkhuff as well as participating in specific training at the university level.

Have a Belief System

While these three facilitative conditions are basic competencies that a leader must meet, additional ones also must be incorporated into the leaders repertoire of skills. The leader must have a set of beliefs that

1. students can, in fact, be helpful to one another;
2. people can change;
3. students can develop competencies under supervision as the leader relinquishes some control to the student helper; and
4. people can progress through training.

Be a Good Teacher

Beliefs and facilitative conditions are basic to becoming an effective leader and further competencies are important and unique to the training aspect. Peer leaders must be good teachers which means

1. having the ability to help students understand the skill to be learned,
2. helping students through demonstrating the skill,
3. giving students the opportunity to effectively practice the skill, and
4. having a system for checking both the understanding and the correct application of the skill.

Possess Organizational Skills

To put a peer helping program into action, organizational skills are needed. These involve

1. developing an overall program plan,
2. designing the training, and
3. providing effective supervision and evaluation.

Part of organizational skills includes being able to do public relations with other teachers, administrators, students, and parents.

ADHERING TO PERSONAL ETHICS AND PROGRAM STANDARDS

To be a competent leader, one must know, believe and adhere to a set of ethics both personally and professionally. Personal ethics involve developing a personal belief system by which one lives. Professional ethics can be developed by knowing and working with the "National Peer Helpers Association Code of Ethics for Peer Helpers" which is enclosed in this book as Appendix C.

A peer helping program should be based on "Programmatic Standards, National Peer Helpers Association," a copy is in Appendix D. The Checklist for a Peer Helper Program (Appendix E) is a guide in program development.

CHARACTERISTICS OF EFFECTIVE HELPERS

Research done by Truax and Carkhuff indicated that effective helpers function at high levels of the facilitative conditions of accurate empathy, non-possessive warmth, and genuineness. These authors found this to be true with roommates as well as with counselors and psychotherapists. Their research documented the fact that lay trainees also can be taught to function at high levels of the facilitative conditions. In identifying and selecting helpers for the preadolescent peer helper programs, teachers and counselors should look for the following five characteristics in students selected.

1. Caring and Sharing

These students exhibit behaviors that involve reaching out and showing kindness to others. They might talk with a lonely child or handicapped child when others will not, for example. Other students are able to identify these children because they usually relate well with all children.

2. Listening

These children have the ability to tune in to others in terms of non-verbal and verbal behaviors. They often take time to really listen to others. Others are seen talking about their worries with these children.

3. Genuineness

Students who are potential peer helpers seem "real" to others; they have their own distinct personality and are able to express their feeling and opinions openly.

4. Liked and Respected By Others

Other children look toward these children as role models and seek them out for help and guidance. They are trusted. Often sociometric devices are used in the classroom to help identify these models and effective re-grouping of children can be used so that the role models are paired with students for additional help.

5. Ability to Solve Conflicts

These potential helpers have the ability and skill to solve problems in such a manner as to maintain relationships without undue conflict. They have the ability to analyze a situation, look at several alternative responses, and choose the response that minimizes conflict with both adults and peers. They also are seen by peers as someone to whom others in conflict listen.

PROGRAM DEVELOPMENT

A very important procedure when starting any new kind of program is to go through the normal steps of assessing needs; establishing goals and objectives; developing a plan of action; selling the program to staff, administrators, school or agency board, and public; and developing a realistic cost benefit analysis. A well-developed selection process is also important with appropriate training followed by realistic and beneficial experiences for the trained peer helpers. The package needs to be written out in complete form and developed with the assistance of people who will be working with the program such as key teachers and administrators. Another often helpful procedure is to have an advisory council to give input and ideas or to use as a model an existing school, agency, or church where a peer program exists.

Needs Assessment and Goal Setting

Before beginning any program, a formal or informal needs assessment needs to be conducted. For example, one-half of the young people in the school, agency, or church may be struggling academically or several children may have personal problems due to moving, loss of a parent, divorce or separation, or alcohol abuse. Several of the young people may be "lost children" in that they seem to have no friends or allies. The teacher or other leader through observation can identify program needs for a potential peer helping project. A more formal approach also may be used to identify program needs. A sociometric device can help identify the role models as well as isolate, those who could benefit from peer helping, and an elementary needs assessment also may be used. In Appendix A is a sample *Elementary (4 thru 6) Needs Assessment.*

As a result of a needs assessment, goals for the program can be identified and written. These goals can be academic or social as the teacher or counselor have identified. Examples of possible goals are the following:

1. By the end of the semester, six peer helpers will be selected and trained.

2. Peer helpers will be assigned regular tutoring responsibilities twice a week during study and library time.

3. Peer helpers will be assigned a "buddy" during recess time for two days a week to help the social isolate be included in group games.

Developing a Plan

A written description of the project is crucial in order to have a program that is well organized and successful. Several components should be included in the plan:

1. a description of needs and rationale,
2. goals and objectives,
3. activities and description of the program,
4. time line,
5. cost benefit analysis,
6. selection procedure including forms to be used,
7. outline of training, and
8. evaluation.

See Appendix B for a sample model for developing a peer helping program.

Enlisting Support

For the success of any program, a systematic plan for communicating with significant political groups is important in order to gain support. A specific advisory council also may be formed consisting of staff members, administrators, and community members to give ideas on effective planning and public relations efforts. This kind of group can be invaluable in beginning a new program. They can help program leaders avoid serious mistakes by helping identify key areas of intervention. An advisory council or group can help develop public relations activities. Written communications can go out in a district news release or newspaper, flyers can be sent to the homes, and formal applications can be made to the Board of Education or agency board followed by program presentations to the board and public after successful completion of the project.

As teachers or mental health workers are selecting peer helpers, parents need to be informed about the program and invited to the first training meeting to learn more about the program. At that time, parents can be invited to participate in the program's advisory council. The suggestion is that a simple letter or information sheet be sent home explaining the selection process, describing the training activities, and outlining tasks and responsibilities of peer helpers.

Staff commitment is crucial for the success of this program. Other duties of teachers and counselors may have to be realigned to train the peer helpers and implement the program. In a school setting, a cooperative effort is needed with teachers and principals involved in the planning of the program. Teachers and principals must be informed of the progress of students involved. The person in charge of the peer helping program can do that verbally on a regular basis and by note or form. In a community agency or church, cooperative effort also is needed among those in administrative roles, leaders of the peer helping program, parents, and students.

Selection of Peer Helpers

By following the Peer Helper Checklist, Figure 2, which contains those characteristics of effective helpers, in schools teachers and counselors can select potential helpers quite easily. In a community agency or church, those who interact regularily with the young people together with administrators could use the checklist and select those who are to be in the peer helper training.

PEER HELPER CHECKLIST

	1 (LOW)	2 (MEDIUM)	3 (HIGH)
1. Is able to demonstrate caring for others	____	____	____
2. Listens to others	____	____	____
3. Present themselves as real, not phony, to others	____	____	____
4. Liked and respected by others	____	____	____
5. Able to solve problems and conflicts in social situations	____	____	____

Figure 2. Peer helper checklist.

Sometimes elaborate selection procedures make the program cumbersome. Teachers and counselors usually do quite well in this kind of identification process. Given this simple checklist, peer helpers can be easily and simply identified.

FORMAT FOR LEADER MANUAL

The *Leader Manual* is divided into three major parts. Part I contains the Structure and Organization for the Peer Helper Training Program for preadolescents.

Part II contains the training procedures for each of the 74 activities within the nine modules. Each activity contains the goal(s), time required, material needed, training procedures, homework assignment (if recommended for that activity), and suggested means for evaluation. Thus the leader can spend his/her time working with students rather than developing teaching/learning plans. The *Student Workbook* contains the material and forms that will be used.

Part III contains short descriptions of projects where preadolescent peer helpers are successfully participating. With each are suggested activities and/or modules to emphasize with students who are to participate in that kind of project.

FORMAT FOR STUDENT WORKBOOK

The *Student Workbook* is designed to provide each student with questions, directions, forms, and related material plus space to keep a record of what he/she does. The Workbook is orchestrated to harmonize with the Leader Manual. Students will be able to follow each lesson and to interact throughout the training.

Part I of the *Student Workbook* contains the nine modules and 74 activities related to Part II of the Leader Manual. These are the basic learning activities.

Part II contains 13 additional activities that students may want to do as part of their group meetings when involved in peer helping projects. No material is in the *Leader Manual* for these activities. Each can be evaluated for its usefulness for the project and the group.

TIME REQUIREMENT

Each of the activities can be done in 60 minutes or less with most of them in 30 minutes. The time required is provided in the Leader Manual at the first part of each activity. These are approximate times and may vary from one group of students to another.

The total approximate length of time necessary for the complete program is as shown in Figure 3.

Module Number	Number of Activities	Total Approximate Time Range in Hours
1	11	5 to 7
2	5	2½
3	6	2 to 3½
4	17	7½ to 11
5	5	2½ to 4½
6	3	1½
7	8	6
8	15	7 to 8½
9	4	1¾ to 2
Total Approximate Time		36 to 46 hours

Figure 3. Total approximate time for each module and total program.

NUMBER OF PARTICIPANTS

The number of peer helpers to be trained at a time depends upon several factors:

1. Purposes of Training Program—The reasons for training will determine the number selected. If students perceive no possibility to apply their skills, the program may not succeed. If projects are available where peer helpers can serve, then the number to be trained will be dependent upon the kind and extent of need.

2. Availability and Qualifications of Leaders—The peer helper training program necessitates practice on a regular basis over an extended period of time. The leader or leaders need to have qualifications as listed in this Leader manual. A commitment is needed with support from administrators, parents, and other community members.

3. Facilities—Space and equipment are essential. The size of room or rooms and number of Student Workbooks and other materials are limiting factors.

4. Number of Participants—The typical size for one leader may be six to twelve participants. However, if in a school a particular classroom of 18 to 25 students wanted to take the training, that number of participants would be very manageable.

SPACE AND MATERIALS NEEDED

Space needed is dependent upon number of participants. The room needs to be large enough that students can move freely to form small groups, two to six in each, and to form a circle of all students. Almost all of the activities, except for homework, can be done within a single room.

Chairs with writing arms or desks and chairs are needed so that students can write in their Workbooks. A carpeted floor, if available, is preferred for those activities where floor seating is advantageous.

Each student needs a Student Workbook and each leader needs the Leader Manual. Other materials used are minimal.

including paper, crayons, tape, pen, pencil, and similar classroom materials. One activity suggests a tape recorder.

EVALUATION

For the practitioner in peer helping, two types of evaluation are important—the first is an evaluation of students' growth and learning and the second is an evaluation of the effectiveness of the program. Both can be accomplished in simple, straightforward ways. The reason for evaluation is to build contiual improvement and to give students and important others in the system evidence that learning and growth has taken place.

Student Evaluation

Student evaluation should be simple, clear, and related to the goals of that student and the goals of the program. Evaluations can be accomplished in the following ways:

1. pre-post ratings on an Empathy Scale,
2. teacher observations of classwork and interaction with other students,
3. feedback from those receiving services,
4. student self-appraisal, and
5. review of work done in workbook.
6. student attendance and achievement gain, and
7. pre and post personal assessment of skills.

Program Evaluation

Program evaluation also needs to be simple, clear, and related to the goals of the program. This type of evaluation can be done as a regular part of the program without expending undo amount of effort and money. The following are suggested evaluative measures:

1. compilation of individual goal attainment forms,
2. summary of teacher observations,
3. summary of feedback from those receiving services,
4. analysis of student self appraisals,
5. analysis of student attendance and achievement gain,
6. summary of office referrals among peer helpers and those with whom they have worked, and
7. documentation of services rendered based on program goals.

Complex research designs can be developed and implemented to publish in the peer helping community, i.e., in the *Peer Facilitator Quarterly*. This would be helpful to others in the field. For descriptions of more thorough studies, see Judith Tindall's book entitled *Peer Counseling: An In Depth Approach At Training Peer Helpers*. For a complete "Programmatic Standards" please refer to Appendix D. This outlines criteria approved by the National Peer Helpers Association.

ETHICAL CONSIDERATIONS

Ethical issues need to be considered when beginning a peer helping program. These issues need to be addressed for the trainer and the peer helper. Important issues include confidentiality, referral process, role modeling, appropriate application of student skills, and transfer of skills to daily living (See Appendix C).

Confidentiality

As students are involved in training, often personal issues are disclosed. An important aspect to communication is that whatever is discussed in training stays within the training group. This applies not only to the peer helper participating in training but also the leader. This needs to be discussed at the beginning of each training program with each participant pledging personal confidentiality. Consideration needs to be given for using a contract with each participant. Ongoing reminders need to be given to peer helpers to maintain confidentiality during training as well as during the application of training.

A record system needs to be established about the types of activities peer helpers are performing and the problems encountered. These records should be simple and confidential. Students may be assigned homework in their Student Workbooks to record their own personal growth related to their helping of others, and these also should be kept confidential. The trainer will want to keep records about the progress of peer helpers and their corresponding work with others. This material needs to be keep confidential and handled according to the regulations established in the 1974 *Family Education Rights and Privacy Act.*

Referral Process

Likely the peer helper will come across situations with other students that are beyond the scope of the training, i.e. abuse in the home and drug problems. Because of this, an important procedure is to establish firm guidelines regarding referral steps. When a problem such as this develops, the peer helper needs to be instructed to tell the leader first and no one else. Confidentiality is extremely important in these cases and prior training will pay off in situations such as these. The leader needs to take immediate action to contact appropriate authorities according to current state and federal laws. Examples of problem areas that need to be referred are

1. violence,
2. physical and sexual abuse,
3. drug and alcohol problems,
4. illegal acts,
5. serious emotional problems, and
6. suicide threats.

The peer helpers must understand the entirety of the referral process from beginning to end and how feedback is given and received. The leader needs to explain ways that students with severe problems are helped through state and federal agencies or through school or district programs.

Role Modeling

An important training procedure is for the leader to model personal and professional behavior that sets a healthy example for the peer helpers. These behaviors include all those that are important in the peer helping process as well as others that are considered to be ethically sound.

The peer helper needs to be an effective role model for other students by being caring, drug free, maintaining responsible academic work habits, keeping confidentiality, and behaving appropriately.

Appropriate Application of Student Skills

The application of peer helping skills should be appropriate for the student and the community that the student is serving. For example, some students would make excellent tutors but would have difficulty leading small group discussions. In some schools, community agencies, or churches, an appropriate peer helper activity might be to become a special friend of a new student. Some schools, agencies, or other settings would be accepting of a program where students help each other with personal problems and others would not. Establish an advisory council to communicate the appropriateness of skill application for a particular community. Often, however, community support can be gathered by meeting with influential members and enlisting their help and support for the program.

A careful structure for teaching application skills is important. The leader needs to explain and reinforce the exact way that students can apply their skills. First of all, they should be applied directly to the program that the trainer has established. For example, if the program involves tutoring, the skills should be practiced in a tutoring setting. Role-playing exercises should be based on the students' world and related directly to the experience they will be having as a peer helper. These experiences should be commensurate with the age level of the students. Structure these activities for application in simple, direct situations without a good deal of emotional involvement. Students at this age are already involved in emotional change and often turmoil, and it is important for the leader to be sensitive to activities that may cause additional stress at this age level. Ideal activities at this age are

1. tutoring,
2. friendship work,
3. simple problem solving,
4. resolving conflict,
5. goal setting,
6. one-on-one helping, and
7. leading of discussions.

Again, remember that peer helpers need to be taught to refer immediately to the leader or other responsible authority any problems as clarified and explained in their training.

A support system and process needs to be established to help peer helpers deal appropriately with what they have seen or experienced when confronted with a problem that is beyond the scope of the peer helper. Often this can be accomplished within the peer helpers support group itself where discussion of feelings can take place. The leader needs to make sure feelings are discussed and processed with appropriate goal setting to keep the peer helpers focused on their own positive growth.

Transfer of Skills to Daily Living

Often young people are excited about their learning experiences and rush eagerly about attempting to "help" others. At times, their friends and relatives may be annoyed and turned off by their attempts. Young people need to learn that these skills have a place at appropriate times. The leader needs to build in discussion of this issue often during the training and also during the application process because it will be brought up by the eager peer helpers. The leader needs to carefully explain that skills should be practiced in a structured situation only so that they can be helped and guided by a responsible adult. The leader can suggest ways that the peer helper can appropriately use these skills outside the structure. For example, careful, empathic listening can always be effective but a peer helper may be frustrated when trying to encourage someone to establish a goal.

Excellent referral sources for ethical guidelines and program standards are included in Appendixes C, D, and E and additional information can be requested from the National Peer Helpers Association, P.O. Box 335, Mountain View, California, 94042.

Part II

LEARNING MODULES and RELATED ACTIVITIES

MODULE **1**

GETTING ACQUAINTED

The first module will help students get acquainted with each other.

GOALS:

1. To help students feel comfortable with each other.
2. To help students learn about themselves.
3. To help students build confidence.
4. To develop group cohesiveness.

PHYSICAL SETTING:

Have the group sit in a circle with the option of moving around the room to desks or small tables. Activities for this Module are designed so as not to take more than 60 minutes.

MATERIAL NEEDED:

Student Workbook

TRAINING PROCEDURES:

Decide which activities you will use with your group. Some groups need many activities to feel comfortable with each other. Decide which activities are appropriate for your age group and setting.

EVALUATION:

Students will know each other well enough to feel comfortable in expressing important information about self. This can be determined by the extent to which they share strength and weaknesses as well as other concerns.

Activity 1.1

WARM UP TO GETTING ACQUAINTED

GOAL:

To get acquainted in a non-threatening environment.

TIME REQUIRED: 20 to 30 minutes

MATERIALS NEEDED:

One or two reams of multi-colored construction paper.

INTRODUCTION:

The purpose of this exercise is to enhance sharing; to increase ability to see self in a metaphorical fashion; to increase spontaneity and creativity in a group setting; and to increase trust by being able to talk about dimensions of yourself that are not part of a usual group conversation without fearing that the group will retaliate with nonaccepting remarks or nonverbal cues.

TRAINING PROCEDURES:

1. Spread a package of multi-colored 9 x 12 construction paper on the floor so all colors are visible. Then say, "Look at the various colors. Pick out a color that is basically you. Don't get the color yet. Go to the color you have chosen, and if another person also has chosen it, negotiate nonverbally to solve the dilemma. Get your color, and those with conflicts, settle them."

2. After everyone has finished, invite those that want to, to speak as the color they have chosen, Workbook, Item 1. (The class can be subgrouped using colors or forms that go together.) Example: "I am blue. I am a lake in the mountains. My outer self is warm but deep in me is a coldness."

3. After sharing is complete, have the group change the form of the sheet to a shape with which they are

comfortable—just as they were with the color. Then have each to describe self as the form that person has created using "I," such as "I am a wrinkled blue ball." Try to get the descriptions to be as detailed as possible.

EVALUATION:

Students will share information about themselves in a fun activity. If one or more of them is unable to do so, you as a leader may need to work with that student individually before proceeding with the peer helper training program.

Activity 1.2
GETTING ACQUAINTED
(Name Tags)

GOAL:

To have students relate on a more personal, less superficial level.

TIME REQUIRED: 20 to 30 minutes

MATERIALS NEEDED:

Pens, crayons, markers, sheets of paper, Student Workbook

PHYSICAL SETTING: Classroom

INTRODUCTION:

The following are brief get acquainted exercises that can be used with the peer helpers. To conduct some of these activities will help students relate on a more personal, less superficial level.

TRAINING PROCEDURES FOR NAME TAGS ACTIVITY

1. Issue materials to students.
2. Ask students to cut name tags into any shape they wish. (Workbook, Item 1)
3. Ask students to design a symbol on their tags which says something about them as persons. (Workbook, Item 2)
4. Arrange students into pairs and ask them to introduce themselves to each other. (Workbook, Item 3)
5. Have the partners to then introduce each other to the entire group talking about the characteristics of each other as people. (Workbook, Item 4)

TRAINING PROCEDURES FOR DRAWINGS ABOUT YOU ACTIVITY

1. Have each to divide a sheet of paper into four equal parts. (Workbook, Item 1)
2. Ask each student to draw an important thing in his or her life in each part. (Workbook, Item 2)
3. Arrange the group into pairs and have them share drawings. (Workbook, Item 3)
4. Have each person to share partner's drawing with the group. (Workbook, Item 4)

TRAINING PROCEDURE FOR NAME GAME ACTIVITY

1. Ask for a volunteer student to say his or her name and to tell about self. (Workbook, Item 1)
2. As the student in number one finishes, ask that person to throw an imaginary ball to the next person while calling that person's name who then tells about self. (Workbook, Item 2)
3. Have person whose name was called to catch the ball, tell about self, and then while calling another person's name throw the ball to that person. (Workbook, Item 3)
4. Have the game to proceed until everyone knows each other's name. (Workbook, Item 4)

TRAINING PROCEDURES FOR I AM A PERSON WHO . . . . WANTS TO BE A PERSON WHO . . . . ACTIVITY

(Materials: paper, scissors, glue, old magazines, magic markers and yarn.)

1. Ask students to write some goals they have for changes in their lifestyles for the next few months. (Workbook, Item 1)

2. Have each student make a kite from the construction paper. (Workbook, Item 2)

3. Ask them to cut out or draw pictures or symbols that describe the person he or she is right now. (Workbook, Item 3)

4. On the other side, have them write or cut out pictures that show what their goals are for themselves or what they want to be sometime in the future. (Workbook, Item 4)

5. Have partners show these kites first to each other.

6. Have them introduce each other's kite to the rest of the group.

TRAINING PROCEDURES FOR I AM . . . . AND THAT'S . . . . ACTIVITY

1. Form a circle. (Workbook, Item 1)

2. As leader, start by saying "I am Miss . . . ." Then have the first student to your right say, "I am . . . . and that's Miss . . . ." This process is continued around the circle until the last person has repeated everyone's name. (Workbook, Item 2) The second time around, each student must add something that they like and that starts with the same sound as their names, "I am Lucy and I like ice cream.

3. Continue around the circle until the last person has repeated everyone's name and the thing that he or she liked.

EVALUATION:

Students will begin to be more trusting of each other by their sharing of more personal things. This is reflected by their actions in the different activities.

Activity 1.3
BRAG BAG

GOALS:

1. To help children become more aware of their strengths.
2. To work toward building a positive self-image.

TIME REQUIRED: Approximately 30 minutes

MATERIALS NEEDED:

Index cards, box, Student Workbook

TRAINING PROCEDURES:

1. As leader and before doing this activity, write sentence stems on index cards. All sentence stems should be positive statements, such as

   "I'm really good at . . . ."
   "I'm a terrific . . . ."
   "I like myself because . . . ."
   "I do a good job at . . . ."

2. Put sentences in a decorated bag entitled "Brag Bag."
3. Invite the students to sit in a circle. Explain to them that "Today we are going to share with the class good things about ourselves."
4. Explain to the class that they are not to comment on other's responses.
5. Have each child reach into the bag and draw out a card. The children are to respond to each sentence with something good about themselves. If a student can't think of anything, let another child assist.
6. Have the class members discuss how they felt sharing good things about themselves. (Workbook, Item 2)
7. Have them complete the Brag Bag in their Workbooks. (Workbook, Item 3)

EVALUATION:

Students will be able to work toward positive self concepts and that can be determined by the extent and speed to which they respond to the cards.

Activity 1.4

CREATING A GREAT GROUP

GOAL:

To create group rules that build group trust, openness, and goal setting.

TIME REQUIRED: 30 to 40 minutes

MATERIALS NEEDED:

Moveable chairs

TRAINING PROCEDURES:

1. Establish group rules (Have the students review with you the group rules in the Student Workbook.)
    a. One person talks at a time.
    b. We listen carefully to the person talking.
    c. We help each other talk openly about feelings.
    d. We all set weekly goals.
    e. We compliment each other when we show progress.
    f. We keep all group talk to ourselves.
2. Go over each rule and give examples. Discuss with the group the addition of any other rules that the group may need. Suggest that rules may need to be changed as the group progresses.
3. Write the completed list out and put on the wall or bring it out each time the group meets.

EVALUATION:

Determine the willingness of students to participate in a peer training program based on the ease with which they accept the "Peer Helping Group Roles."

Activity 1.5
PEAK EXPERIENCE IN AND/OR OUTSIDE OF SCHOOL

GOAL:

To help students get in touch with their peak experiences.

TIME REQUIRED: 30 to 60 minutes.

MATERIALS NEEDED:

Student Workbook

PHYSICAL SETTING: Classroom.

INTRODUCTION:

The leader models a peak experience she or he has had while teaching. The following is an example: "Last year I spent 15 minutes before school every day, for six weeks, helping Audrey Peterson with her multiplication tables. Now Audrey can do division problems without any trouble. She had refused to work because she was one operation behind and she felt lost. I was pleased that my extra effort paid off for both of us. It was my peak experience last year."

TRAINING PROCEDURES:

1. As leader, model a peak experience you know a student has had. The following is an example: "Walter Thompson has trouble with his consonant sounds. His friend, David Anders, showed him how to use the Borg-Warner machine. David would sit next to Walter in the Learning Center and quiz him after each record. Walter is proud of his accomplishment and his friend feels successful in helping another person."

2. Suggest other areas for peak experiences at school, such as

   academic accomplishment,
   sports achievement,
   social acceptance,
   recognition publicly,
   class officer, and
   helping another student.

3. Divide a large group into sets of 5 or 6 so as to enhance sharing peak experiences and providing each student with the opportunity to be the facilitator. Give a reminder of the group rules and ask members to share a peak experience. One person serves as a recorder. After each person shares their experience, another should record what is said. (Workbook, Item 2)

4. Have the recorder share some peak experiences from their groups.

HOMEWORK:

Ask students to complete during the next week Activity 1.5 in their Workbooks.

EVALUATION:

Students will recognize how peak experiences add meaning to their life. This will be determined by their participation in the discussion. The long term benefit is for them to see that as Peer Helpers they can help others experience joy in life.

Activity 1.6
WE ALL HAVE HAD SUCCESSES

GOAL:

To help students understand their successes.

TIME REQUIRED: Open

MATERIALS NEEDED:

Student Workbook

TRAINING PROCEDURES:

1. Have students discuss homework, Activity 1.5. As a leader, listen for the students understanding of a peak experience and see if students understand what gives them joy in life.

2. Have students clarify the meanings of success before identifying any of their own. Suggest that an achievement or accomplishment by yourself, with someone, or for someone could be a success experience. Have students brainstorm some ideas by listing some areas such as the following:

   making money at a job,
   making someone happy,
   completing a team project,
   winning a baseball game,
   receiving an award for achievement,
   creating something (model airplane), and
   getting a good grade in a subject in which you worked especially hard.

2. Ask why these things are considered success. What do you get out of the experience for the effort you put into it? One may describe the activities of a success experience as rewards or payoffs. Have students

brainstorm some reasons (values) as motivations for why we work towards being successful. If they need help to get started, make suggestions such as the following:

I feel good or proud,
I make my teacher and/or parents feel good and happy,
I get good grades,
I get money,
people like me better, and/or
I did it alone or I did it with my friends.

3. As leader trainer, model each of the following before students begin to record responses about themselves in their Workbooks Items 3a and 3b:

each child identifies one success at home, and

each child identifies one success in school.

HOMEWORK:

Ask students to complete during the next week Activity 1.6 in their Workbooks.

EVALUATION:

The students identified and expressed in a constructive manner successes in their lives as shown by their homework.

Activity 1.7

WHAT WORRIES ME THE MOST

GOAL:

To build group trust.

TIME REQUIRED: 30 minutes or more, depending on amount of processing done.

MATERIALS NEEDED:

One 3 x 5 card and one pencil for each student, Student Workbook

TRAINING PROCEDURES:

1. Collect homework from Activity 1.6 and give students written feedback at the next meeting.
2. Tell the group members they are going to be asked to think about a worry they have. In identifying that worry they should choose a worry that they would feel comfortable sharing with the group.
3. Ask students to close their eyes and to think privately about one thing that bothers or worries them the most. (Workbook, Item 1)
4. Ask them to open their eyes and record their worry in their Workbook, Item 2.
5. Ask them to think of something they could do to make the worry go away, possibly, and record their thoughts as part of Workbook, Item 3.
6. Pass out one 3 x 5 card and one pencil, if needed, to each student. Ask them to write their one worry on the card. Explain how the cards will be used and assure them that you will not associate their names

with statements placed on cards. They are not to place their names on the cards.

7. Collect the cards and shuffle them.

8. Illustrate what is to be done next. The following example can be used.

    Example: PERSON WITH A WORRY, "I am worried about making friends—a lot of kids seem not to like me. I try to be nice, but nothing works."

    LISTENER TELLING WHAT MIGHT BE DONE TO REDUCE WORRY. "Talk with your teacher, counselor, or trusted adult regarding your worry."

    LISTENER REFLECTING FEELING. "You seem like your feelings are hurt when you try to make friends"

9. Hand one card to a member and ask the person to read when instructed to do so in a minute or two.

10. Ask another member to be the listener who tells the member with the card what might be done to reduce the worry.

11. Ask another member to be the listener who reflects to the member with the card the feelings he or she might be having as a result of the worry.

12. Repeat procedures 8, 9, and 10 with another card and different members.

13. Have all members of the group to finish sharing.

14. Compliment those who did well summarizing feelings and explain to the group that listening to feelings will be an important part of peer helper training.

15. Collect the cards and read them anonymously to the group. Ask for reactions to the worries that were listed.

NOTE TO THE LEADER:

When you have time by yourself, analyze the cards for any pattern that may emerge. If one or more worries are stated by a lot of students, you may wish to plan an activity or discussion around that specific concern.

EVALUATION:

Peer helpers need to help others express their concern. Students will demonstrate they can identify a worry in themselves and can consider possible ways of solving. This can be determined by the responses to items in the activity.

Activity 1.8
SELF COMMERCIAL

GOAL:

To build self esteem.

TIME REQUIRED: Approximately 2 class periods. First class to develop material and the second for sharing.

MATERIALS NEEDED:

Poster paper, crayons, magic markers, water colors, scissors, magazines; if available, typewriter, tape recorder, record player, records, video-tape recorder, cameras, Student Workbook, etc.

TRAINING PROCEDURES:

1. Tell the students that they are going to spend the next several days making advertisements and commercials to sell themselves. They have the option of designing a magazine or newspaper advertisement, a poster, a billboard, a brochure, a radio or television commercial, or any other form of advertising they can think of. Allow them several class periods to develop their ideas and create their final product for display. The leader may wish to encourage two or more students to work together as a collaborative project.
2. When students have completed their ads and commercials, take a period to share them with the entire group. A good procedure is to praise all pictures. Try to create a desire to share rather than a contest which creates competition and feelings of inadequacy.
3. If possible, display these around the room for several weeks.

EVALUATION:

Students will see how to build their own self esteem demonstrated by their enthusiasm as they showed their self commercials.

Activity 1.9
BODY TRACING

GOAL:

To build self esteem and group cohesion.

TIME REQUIRED: Approximately 60 minutes

MATERIALS NEEDED:

Heavy brown wrapping paper or white butcher paper, scissors, crayons, flashlight or projecting light, Student Workbook.

TRAINING PROCEDURES:

1. Ask the students to group themselves into threes. Place the paper on the wall with tape. Have one person hold light and one person stand between light and paper. One person trace the silhouette of person on paper. Students can then cut out the figures and color them with crayons or water colors. This provides a life-size self-portrait for each child. Older youngsters could assist primary grade teacher and children.
2. When the drawings are completed, have students who are willing to do so to display their drawings. An added feature would be to have other students come up and write strengths on each student's body tracing. Label the silhouette with all the characteristics that the class has observed.
3. Consider storing the drawings and then repeat the exercise at the end of the year. Have the class compare their earlier drawings with their latest creations. This enables students to see physical changes as well as additional strengths that have been developed.

EVALUATION:

Students will see how to build self esteem in others and accept compliments demonstrated by their ability to write positive comments about each other.

Activity 1.10
SHARING TOPICS

GOAL:

To help share on a personal level.

TIME REQUIRED: Approximately 30 minutes

MATERIALS NEEDED:

Moveable chairs, Student Workbook

TRAINING PROCEDURES:

1. Ask students to think about and then discuss, "What is the best thing that has happened to you in the last week, over the weekend, yesterday? What is the best thing you did?" (Workbook, Item 1)

2. Say the following to the students and have them discuss "Suppose that you have a magic box; it can be any size or any shape. In it can be anything you want that would make you happy. What would be in your box that would make you extremely happy?" (Workbook, Item 2)

3. Have the students to share with the group an experience in which they made someone happy . . . . in which someone made them happy. (Workbook, Item 4)

4. Ask students to think about and then discuss, "Suppose that your parent had just told you that you only had one year left to live in this city. What would you do differently? How would you change your life?" (This could be used in conjunction with goal setting, i.e., "What's stopping you from doing some of these things now? Let's set a goal to achieve some of those things.") (Workbook, Item 5)

5. If time permits, suggest one or more of the following problems, needs, and opportunities for creative problem solving as additional sharing topics:

   a. What would you like to do?

   b. What do you wish you had more time or money for?

   c. What more would you like to get out of life?

   d. What angered you recently?

   e. What makes you tense and anxious?

   f. What have you complained about?

   g. What misunderstandings did you have?

   h. With whom would you like to get along better?

   i. What would you like to get others to do?

   j. What changes will you have to introduce?

   k. What takes too long?

   l. What is wasted?

   m. What is too complicated?

   n. In what ways are you inefficient?

   o. What would you like to organize better?

EVALUATION:

Students will be able to share more personal information about themselves as shown by their writings and drawings on the box.

Activity 1.11
SELF INVENTORY OF GETTING ALONG WITH OTHERS

GOAL:

To help young people assess their present skills of getting along with others.

TIME REQUIRED: 30 minutes

MATERIALS NEEDED:

Student Workbook

INTRODUCTION :

The way we relate to others depends on a variety of personal characteristics. These characteristics include the way we trust, care, and accept others. This assessment can be used at various times for self evaluation.

TRAINING PROCEDURES:

1. Use the "Self Inventory of Getting Along with Others" in The Student Workbook and work through each section by explaining each skill and giving examples. (Workbook, Item 1)
2. As you explain and discuss each characteristic, ask students to rate how they see themselves on each of the characteristics. (Workbook, Item 2)
3. After completing the "Self Inventory" sheet, tell them to check with others in the group to see if there is general agreement. (Workbook, Item 3)

HOMEWORK:

Ask students to identify strengths, weaknesses, and plans for change. This can be done in class as a guided practice activity or done at home.

EVALUATION:

Students will be able to identify strengths, weaknesses, and plans for change as indicated on their homework.

MODULE **2**

HELPING PROCESS SKILLS

The second module will help the student focus on an understanding of the helping process.

GOALS:

1. To help young people learn different aspects of helping.
2. To help young people understand how others help.
3. To help young people understand the concept of support.
4. To help young people understand how they help.
5. To help young people look at their current helping skills.
6. To gain a commitment for helping from young people.

PHYSICAL SETTING:

Have the students sit in a circle with the option of moving around the room to desks or small tables. Each training time should not last longer than 20 to 30 minutes.

MATERIALS NEEDED:

Student Workbook, paper, pencil, crayons, markers, tape recorder, blank tape

TRAINING PROCEDURES:

1. Explain to the student the purpose of each activity.
2. Model appropriate activities.

EVALUATION:

Students will understand the meaning of helping and the importance of their role as peer helpers as shown by their assessment of helping skills and areas for change. They will demonstrate a commitment to peer helping by signing the contract.

Activity 2.1—HOW OTHERS HELP ME

GOALS:

1. To help students begin to understand the different aspects of helping.
2. To help students understand specific ways others help them.

TIME REQUIRED: Approximately 30 minutes

MATERIALS NEEDED:

paper, pencil, crayons, or markers;
tape recorder and blank tape; Student Workbook

INTRODUCTION:

Students need to experience a variety of helping behaviors. This activity will help students with different learning styles learn about how others help them.

TRAINING PROCEDURES:

1. Ask students to make a list of at least two people with whom they like to talk. Have them describe some of the ways these people act and then you as leader write these behaviors on the board. (Workbook, Items 1 and 2)

   Example: My friend looks at me, listens without interrupting me and speaks to me in a kind voice.

2. Ask students to sit comfortably in their chairs. Instruct them to close their eyes because they are about ready to experience something with their imaginations. Students will be asked to use their imaginations to think of a time when they were helped by another person. (Workbook, Item 3)

a. Start by asking them to close their eyes.

b. Play soft music for about three to five minutes. Steve Halpern's "Spectrum Suite" is good.

c. Ask students to become very comfortable and have them breathe slowly and deeply.

d. Ask students to become very quiet and to let their minds put other worries aside for awhile and let themselves concentrate on the music and being quiet.

e. Ask students to imagine their own private place in their mind that is peaceful where no one criticizes or yells.

f. Say this to the students:

Imagine a scene where someone is helping you. They are listening to you and really understanding what you are saying and feeling. You are sharing with them something very important and they are listening to you very intently. You feel very loved and accepted.

What does this person look like?

What is the person doing?

What are they saying?

You may want to ask a question of the person. Ask any questions you want. For example, ask these: How can I get along with my friends better? How can I get along with my family better? (Leader pauses thirty seconds).

Thank your helper for being in your imagination and helping you. As I talk, slowly open your eyes and begin recording your image with the materials near you.

3. Ask students to draw a picture of the "helpful person" seen in their imagination and have them color the picture. If they have trouble drawing, ask them to identify characteristics of the "helpful person" and relate colors to those characteristics to give more expression to each. (Workbook, Item 4)

4. Ask students to turn to the page in the Workbook entitled "Imagery Experience" and then complete the sheet. (Workbook, Item 5)

5. Ask students to share some of the answers to the questions with the rest of the group.

6. Ask students if they have completed the "Helper List" sheet in the Workbook. If not, ask them to bring the assignment to the next training session. If so, ask them to share with the group characteristics of helpers as can be deducted from their lists. (Workbook, Items 6 and 7)

7. Ask students to share what they learned about effective helping.

HOMEWORK:

Have students to do the "Homework" listed in the Workbook and bring it to the next session.

EVALUATION:

If the activity was meaningful, students will have an understanding of the kind of person that is helpful to them as seen through their drawings and discussion.

Activity 2.2—WHO CARES FOR ME

GOAL:

To help students understand their own support systems and introduce them to how they feel when they need help.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Students have a difficult time knowing their feelings and how to express them. Students need to know on whom they can count for a support system. As a leader, if you have students that do not have a good support system, then provide opportunities and skills in order for them to find support from the members within the peer helper group.

TRAINING PROCEDURES:

1. Collect homework from Activity 2.1 and give them written feedback at next meeting.
2. Ask students to think of some strong feelings they have had recently concerning a situation at school or home. (Workbook, Item 1)
3. Ask them to share these feelings and situations with the group. As the leader, please share some of your feelings first. Example, "I was upset this morning because the car wouldn't run." (Workbook, Item 2)
4. Lead a discussion with each situation: (Workbook, Item 3)
    a. What was happening when you felt that way?
    b. How did you know you were feeling that way? What happened physically?

   c. How did you let other people know what you were feeling?

5. Lead a discussion about feelings.

6. Explain the concept of a support system. What does this mean. Tell the students that a support system involves friends that are available to help you out when you need help, people that can be trusted and that can be counted on.

7. Ask students to complete the "My Support Group List" "Present People Column" page in the Workbook and ask them to share with the whole group. (Workbook, item 4)

HOMEWORK:

Complete "Possible Future Support People" and continue to add to this column throughout the training.

EVALUATION:

1. As the students discuss feelings and situations, are they able to identify feelings correctly?

2. Can they name people that they view as supportive of them. If not, are they aware they may need to develop a support group?

Activity 2.3—UNDERSTAND HOW I HELP

GOALS:

1. To help students become aware of how they presently help others.
2. To help students define helping.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Helping is a difficult concept to grasp. Often people see helping as just giving advice. The purpose of this activity is to help students understand specific behaviors they do to help others.

TRAINING PROCEDURES:

1. Tell students to think of times they have helped someone in the last week. (Workbook, Items 1, 2, 3, and 4)
2. Ask students to think about the specific behaviors involved in helping others.
3. Ask students to share with the whole group what they do to help others and as leader write these behaviors on the board. (Workbook, Item 5)
4. Ask students to assemble into subgroups of three with one person being the listener, one person being the talker, and one person recording the information.

   The leader models the talker before the students begin the trial exercise. Each person is to talk about their definition of helping including characteristics and behaviors they do to help. Ask students to develop a group definition of helping. Share the group definition. (Workbook, Items 6, 7, 8, and 9)

HOMEWORK:

Ask students to look at the list of definitions from each group,as well as others,and write their personal definition in their Workbook.

EVALUATION:

Each group is able to define helping and each person develops a personal definition of helping.

Activity 2.4—SELF INVENTORY OF HELPING SKILLS

GOAL:

To help students assess their present helping skills.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

The art of helping can often include specific behaviors such as caring (listening with your body), empathy, summarizing statements (sending "I" messages), helpful questioning, resolving conflict including use of assertive statements and confrontation, decision making and goal setting. This assessment can be used at various times in the training for self evaluation.

TRAINING PROCEDURES:

1. Use the "Self Inventory of Helping Skills" in the Workbook and work through each section of helping skills by explaining each one and giving examples. (Workbook, Item 1)
2. As you explain and/or discuss each skill, ask students to rate how they see themselves on each of the skills on the "Self Inventory of Helping Skills." (Workbook, Item 2)
3. After completing the "Self Inventory" sheets, ask them to check with others in the group to see if there is general agreement. (Workbook, Item 3)

HOMEWORK:

Ask students to identify strengths, weaknesses, and plans for change. This process may be done in class as a guided practice activity.

EVALUATION:

Students will be able to identify strengths, weaknesses, and plans for change as indicated on the homework.

Activity 2.5
MY CONTRACT FOR LEARNING HELPING SKILLS

GOAL:

To help the student develop a contract for learning helping skills.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Helping individuals to identify things to which they want to become committed is very important. Developing a contract is one method. Thus, helping participants to design a contract for learning not only helps them in decision making and goal establishment but also models a method for them to use in helping others.

TRAINING PROCEDURES:

1. Discuss the importance of a contract. Mention that contracts build success because it clearly sets what is expected and obtains commitment to change. (Workbook, Item 1)

2. Ask the students to look over the model in the Workbook entitled "Peer Helping Contract." Discuss the terms of the contract and ask for any suggestions for change. This contract refers to behavior of the students during training. (Workbook, Item 2)

3. Ask students to look at their own behaviors that will help them learn and some limitations they have. Discuss both with the group. (Workbook, Item 3)

4. Have the group members to help each other understand how to overcome the limitations. (Workbook, Item 5)

5. Review with each student's items on his or her contract and help each modify where appropriate. When you and the student agree on the contract, have both of you sign it and sign the "My Learning Contract." (Workbook, Items 6, 7, and 8)

6. Discuss with students their feelings after signing the contract.

EVALUATION:

Students will learn how to make a contract as shown by understanding "Peer Helping," contract and developing "My Learning Contract."

MODULE **3**

CARING SKILLS—LISTENING WITH YOUR BODY

The third module will help students focus on how they can show their caring through use of nonverbal language.

GOALS:

1. To teach students how to communicate positively in a nonverbal manner.
2. To help students become aware of the body language of self and others.
3. To help students understand the difference between attending and nonattending.
4. To help students practice effective listening with their body.

MATERIALS NEEDED:

Student Workbook for each student, pencil, magazines, crayons and blackboard, glue, scissors, poster board.

PHYSICAL SETTING:

Have students sit in a circle with the option of moving around the room to desks or small tables.

TRAINING PROCEDURES:

1. Explain to students the purpose of each activity.
2. Model the skills in the activities assigned.

EVALUATION:

Suggestions for evaluation are found at the end of each activity.

Activity 3.1
BODY LANGUAGE WARM-UP

GOAL:

To help students understand the importance of nonverbal communication.

TIME REQUIRED: Approximately 15 minutes

MATERIALS NEEDED: Student Workbook

INTRODUCTION:

Tell students they are going to have fun doing an activity without talking. They can demonstrate and try to get others' attention, but they cannot talk.

TRAINING PROCEDURES:

1. Explain to students different types of communication. One is verbal; one is nonverbal. Nonverbal almost always communicates more than verbal. Give examples of nonverbal messages. Include such actions as folding arms tightly across chest to show a closed person, looking away as a sign of nonlistening, and turning your back to a person to show avoidance. (Workbook, Item 1)

2. Ask students to do a nonverbal task. Ask them to line up according to their birthday months. They cannot talk. (Workbook, Item 1)

3. When completed ask them to discuss:

    a. How did they communicate without talking?

    b. Was it difficult?

    c. How did it feel to communicate without words?

   d. What feelings of others were brought out in this activity?

   e. How did people demonstrate feelings without words? (Workbook, Item 3)

4. Ask students to record one example in their Workbook of a feeling shown through nonverbal behavior. (Workbook, Item 4)

EVALUATION:

Each student was able to write an example of a nonverbal behavior.

Activity 3.2

WHAT OTHERS COMMUNICATE THROUGH BODY LANGUAGE

GOAL:

To help students learn through pictures what others are saying by their body language.

TIME REQUIRED: 30 to 60 minutes

MATERIALS NEEDED:

Magazines, glue, scissors, poster board for each child, Student Workbook

INTRODUCTION:

Pictures often convey how people are feeling by showing certain types of body language.

TRAINING PROCEDURES:

1. Brainstorm feeling words on the chalkboard. Give examples of how these feelings are shown by our bodies. (Workbook, Item 1)

angry
anxious
ashamed
bored
cautious
confused
confident
disgusted
depressed
exhausted
embarrassed
enraged
fearful
frustrated
glad
guilty
jealous
lonely
mad
hysterical
mischievious
overwhelmed
sad
shocked
surprised
suspicious
shy

2. Ask students to look through magazines and cut out pictures that represent happy, sad, glad, and other emotions and label the pictures and place them on poster board. (Workbook, Items 2 and 3)

3. Share their poster boards with the group. (Workbook, Item 5)

4. Ask each person to act out a feeling for the group with the group guessing the feeling. As a leader demonstrate fear to the students and ask them to guess the emotion. (Workbook, Item 6)

HOMEWORK:

Assign homework listed in Workbook and ask students to submit the material at the next meeting and give written feedback to them.

EVALUATION:

1. Each student completes the poster with correct matching of feeling and body language.

2. Each student is able to demonstrate the accurate feeling with the physical expression as observed in the pantomine.

3. Students will be able to identify feelings by observing others.

Activity 3.3
TUNE INTO OTHERS

GOAL:

To help students begin to guess accurately the feelings of others.

TIME REQUIRED: Approximately 20 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Ask each student to think of a time they were afraid, another time when happy, and another time when proud. (Workbook, Items 1 thru 3)
2. Have participants to assemble into groups of three and have one person in each subgroup close his or her eyes. (Workbook, Item 4)
3. Tell those with closed eyes that you want them to think in a few moments about three different times in their lives. They can think about those times in any order. After each thought they are to stop and have the two observers in their subgroup guess the time. The three thoughts are afraid, happy, and proud. (Workbook, Item 4)
4. Ask the subgroups to proceed.
5. Rotate so all three have a chance to be the imaginer and the observer. (Workbook, Item 5)
6. Share the feelings experienced in each role with others. (Workbook, Item 6)

EVALUATION:

Determine the extent which students begin to guess correctly the feelings associated with each observed experience of other students.

Activity 3.4
COMPARING NONATTENDING TO ATTENDING

GOAL:

To help the students understand the difference between attending and nonattending behavior.

TIME REQUIRED: Approximately 15 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Demonstrate a scene where one person is not paying attention to another person. Show this through body language. (Workbook, Item 1)

2. Divide into groups of two and have one of them to say something important while the others are not paying attention. (Workbook, Item 2)

3. Have them to reverse roles. (Workbook, Item 3)

4. Have the total group discuss how that feels. Generate a list of feelings that result from not attending and write them on the board. (Workbook, Item 4)

5. Demonstrate good attending skills. Show eye contact, sit forward in the chair, look relaxed, but alert and concentrate on the person with you. (Workbook, Item 5)

6. Divide into groups of two and practice attending behaviors. (Workbook, Item 6)

7. Have them to reverse roles.

8. Ask students to discuss their feelings after experiencing attending behaviors. (Workbook, Item 7)

HOMEWORK:

1. As homework, ask students to write their feelings in the Workbook.
2. Assign students the task of noticing situations of good attending and nonattending in school and at home and complete homework assignment.
    a. Describe scene.
    b. Write the attending or nonattending behaviors.
    c. Write the result of the behaviors and record in the workbook.

EVALUATION:

Observe the ease with which they can perform Items 2 and 6. (If difficulty is observed, more time will be needed to demonstrate the differences.)

Review homework within a couple of days to determine how well students can identify differences in attending when asked to do so outside the classroom.

Activity 3.5
PRACTICE EFFECTIVE ATTENDING

GOAL:

To help the students practice effective nonverbal listening and to help students give and receive feedback on attending.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Demonstrate effective attending skills while listening to someone with a problem. Ask students to list attending skills being modeled. While demonstrating look relaxed and interested. (Workbook, Item 1)

2. Divide into groups of three and then have one person talk, the second person listen with good attending skills, and a third person observes using the observation sheet. (Workbook, Item 2)

3. Use sample topics listed in the Workbook, Items 2a, b, and c. (Workbook, Item 2)

4. Ask the observer to give the listener feedback. Ask the person talking to also give feedback. (Workbook, Item 4)

5. Change roles until all students have played each role. (Workbook, Item 5)

6. Have them discuss their experiences in the small groups. (Workbook, Item 6)

EVALUATION:

By observing, the leader can track the progress of each student.

Activity 3.6
COMMUNICATION AND LISTENING

GOAL:

To acquaint students with different types of communication and the importance of listening.

TIME REQUIRED: 30 to 60 minutes

MATERIALS NEEDED:

Student Workbook, "Listening Test Answer Sheet," "I Communicate in Different Ways with Different People," and "How Do I Feel."

INTRODUCTION:

The three types of communication are, nonverbal, verbal, and listening. The first is nonverbal, because people communicate alot without saying anything. There is no such thing as "no communication." Think of ways people give messages without saying anything: body movements, facial expressions, turning their backs, laughing, looking down. What feelings could a person be having by being silent and sullen? (Angry, bored, or unhappy).

The second type of communication is verbal or talking—the vocabulary or slang used, the clearness or slurring of diction, and the actual words that are used.

The third type of communication is listening. If you can learn to listen, you will know something many people don't know how to do. We are all taught to talk, but seldom does someone teach us how to listen. Most of us just listen a little bit while waiting for our turn to talk. Listening is very important and we will devote a good deal of time learning to listen well.

TRAINING PROCEDURES:

1. Ask students to participate in a role play activity. (Workbook, Item 1)

Ask for three volunteers to go out of the room to prepare a talk to give in front of the group. It should take about a minute for each to talk on the subject, "What My Perfect Day Would Be." When the students are outside the room, set up 3 situations with the group.

When the first student returns, instruct the class not to listen. They will look out the window, read a book, shuffle papers, and not look at the student at all.

When the second student comes into the classroom, the class will again not listen, but this time, some will whisper or talk quietly. Assign someone to get up to sharpen a pencil. Ask them not to be too noisy, just to have a quiet murmuring in the class. Again they will not look at the speaker.

When the third student enters, the class will be the best listeners possible. Everyone will keep his or her eyes on the student talking. Assign two or three students to raise their hands to ask questions. After each speech, ask:

a. What has happened in this group? Nobody was listening . . . . or everybody was listening?

b. Ask the speaker and the students about how this felt? (terrible, unimportant, mad, sad, or important?)

c. Has this ever happened to anyone in the class?)

d. Have you ever had something you wanted to tell someone and this person wouldn't listen. Ask for three examples.

e. How did you feel when people were not nonverbally listening?

f. How did it feel when people were talking and not listening?

g. How did it feel when people asked questions?

2. Read this story out loud and afterwards have students to complete "Listening Test Answer Sheet" found in the Workbook, Item 2.

Welcome to Charles School. Bus Number 4 will pick you up in front of your house at 8:25. School begins at 8:45. Report to Mr. Hanson in room 307 when you arrive. In the morning you will have math, science, reading, and spelling.

Lunch starts at 11:30. Your class will go to the lunchroom together. You will have 45 minutes for lunch and recess.

At 12:15 report to Mr. Atlas in the gym for physical education. After that you will return to Mr. Hanson's room for social studies. Recess is from 2:05 to 2:30. After recess, you will go to the music room for music. Your teacher will be Ms. Allen.

School ends at 3:15, and you will again take Bus 4 which leaves at 3:20.

Ask students to fill out answers. You might want to give this again at the end of the training.

3. In the Workbook have each student brainstorm all of the things that a good listener does to show that they are listening, i.e., be quiet, sit still, look at the person, and ask relevant questions.

4. Have students to brainstorm all of the things that interfere with listening, i.e., talking, working on something else, daydreaming). Ask each student to

write one thing they could do to be a better listener. Then ask each to consider the one thing he or she wrote as a personal goal to achieve.

HOMEWORK:

Complete homework assignment: "I Communicate in Different Ways With Different People" and "How Do I Feel" found in the Workbook. Collect homework at the next meeting and give written feedback.

EVALUATION:

Students will be evaluated based on their understanding of the need to attend in a non-verbal manner. They also will be evaluated according to the homework completed and performance on the listening test.

MODULE **4**

EMPATHY SKILLS

The fourth module will help students focus on empathy skills, including the development of an understanding of their own feelings and feelings of others.

GOALS:

1. To understand paraphrasing.
2. To practice paraphrasing content.
3. To learn to paraphrase feelings.
4. To learn the vocabulary of feeling.
5. To understand the basic feelings of happiness, pride, sadness, anger, fear, and frustration.

PHYSICAL SETTING:

Have students sit in a circle where physical movement can occur.

MATERIALS NEEDED:

Student Workbook, pictures of basic feelings, mirrors, glue, crayons, scissors, chalkboard.

TRAINING PROCEDURES:

1. Select homework activities.
2. Explain purpose of activity.
3. Model appropriate behavior before having students do the individual activity.
4. Process what is happening and how the students feel.

5. Ask students to record the learned skills in their Workbooks.

HOMEWORK:

Ask them to practice their learned skills at home and record one scene where they helped and the results.

EVALUATION:

1. The trainer will check for understanding on each exercise.
2. The Workbook entry will be complete with an example of the student practicing a helping skill and the result of that skill.

Activity 4.1
THE RUMOR GAME

GOALS:

1. To help the students become aware of what happens when several people paraphrase the same message.
2. To help students raise their awareness of what is needed to be an effective listener.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Students have a difficult time becoming aware of the importance of accuracy in listening to what others say. This activity can be fun and students should be encouraged to have fun with this and laugh at themselves.

The idea is to point out what is lost when it is repeated several times to others. The idea of paraphrasing is to state accurately what the other person is saying.

TRAINING PROCEDURES:

1. Ask five students to volunteer to play this game. (Workbook, Item 1)
2. Have four of the five volunteers to leave the room. Repeat rumor number 1 to the first student (The one remaining in the room).
    a. Speak loud enough for all group members to hear. Then ask one of the four that is outside the room to enter. Student A repeats the rumor to student B, etc, until all five have heard the rumor. The last person repeats the rumor to the total group. (Workbook, Items 2 and 3)

Rumor No.1: *"I need to report an accident. As I was leaving the grocery store, I saw a truck speeding through the intersection of 1st and Benton. A sports car coming from the south was attempting to turn right and a van that was coming from the south was turning left. There seemed to be damage to the truck and several people looked hurt."*

3. Select a different group of five volunteers and repeat Steps 1 and 2 using Rumor No.2. (Workbook, Item 7)

Rumor No.2: *"As I was walking down the road, I looked up and saw a convertible speeding toward a curve and heading straight toward the telephone pole. Several cars and vans stopped to help and the passenger couldn't get out of the convertible because she was pinned in behind the steering wheel, and the fire truck had to be called to pry the people out of the car. It looked very serious and police were asking for my description of what happened."*

4. Have the students discuss the following:

   a. What happened with the reporting

   b. How was this message distorted.

   c. Explain the need for accurate listening.

   d. Lead the class through discussion questions listed in the Workbook. (Workbook, Item 8)

HOMEWORK:

Practice paraphrasing outside of training and answer questions in the Workbook.

EVALUATION:

The leader can check that the students understood the frustration of accurate paraphrasing and saw that facts become distorted through incorrect listening.

Activity 4.2
LEARNING TO PARAPHRASE MEANING

GOAL:

To help the students learn how to paraphrase the meaning of a statement.

TIME REQUIRED: 15 to 30 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Paraphrasing of meaning is used to emphasize the need to listen to what another person says. Communication is a two-way street, and at times difficult. Much of our communication is really talking at someone rather than with them. Paraphrasing helps us listen better.

TRAINING PROCEDURES:

1. Discuss the meaning of paraphrasing and the importance of really listening to another person. (Workbook, Item 1)

2. Demonstrate paraphrasing of the meaning of a statement. (Workbook, Item 2)

    a. Statement: "I have worked very hard on all the homework and I still don't understand my math. I just try and try and nothing seems to help."

    b. Paraphrasing Response: "You sound like you have worked very hard on homework and you don't understand math."

3. Ask each student to make a statement to the person sitting to the left, and then ask that student to paraphrase the statement. Give just one statement and one response. (Workbook, Item 3)

4. Continue around the circle until they are accurately paraphrasing each other. (Workbook, Item 4)

5. Have students to work in small groups to paraphrase the meaning of Items 5b and 5c. in the Workbook. (Workbook, Item 5)

HOMEWORK:

Ask students to paraphrase just the meaning of a statement they hear from at least one person after class. Collect homework and give written feedback to students later.

EVALUATION:

Students will be able to accurately paraphrase the meaning of a statement.

Activity 4.3
LEARNING TO PARAPHRASE FEELINGS

GOAL:

To teach students to hear feelings as expressed in one statement.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Explain the importance of feeling understood in the process of behavioral growth and change. Paraphrasing the feelings of others tells them that you truly hear them. Previously we have learned how to paraphrase the meaning of a statement and now this will assist you in learning to paraphrase the feelings of others. (Workbook, Item 1)

2. Demonstrate paraphrasing the feeling of a statement. (Workbook, Item 2)

   Example: *"I have worked very hard on all the homework and I still don't understand the math. I just try and try and nothing seems to help."*

   Paraphrasing response using feelings: *"You sound like you are frustrated because you worked so hard on your homework and you still don't understand."*

3. Ask each student to make a feeling statement to the person sitting to the left of him or her and ask the student next to that person to paraphrase the statement. Give just one statement and one response. Continue around the circle until they are accurately paraphrasing each other. (Workbook, Item 3)

4. Group them into small groups of two or three. Ask them to complete Direction No. 5 in the Workbook.

HOMEWORK:

1. Ask students to complete the homework in the Workbook.

2. At the next meeting collect homework and give written feedback to students.

EVALUATION:

By listening to students during the paraphrasing and by reviewing the homework, you can know how well they are learning to paraphrase feelings. A few will need additional assistance.

Activity 4.4
THE WORLD IS A STAGE

GOAL:

To help students to express feeling words.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

This is a fun activity which will acquaint students with a broader vocabulary of feeling words. It is also useful in loosening up a group of students, allowing them to feel free to express themselves.

TRAINING PROCEDURES:

1. Write the following feeling words on the board and solicit students' definitions for each one as you write: fear, surprise, anger, glad, sad, stubborn, lonely, jealous, excited, frustrated. (Workbook, Item 1. Additional feeling words are in *Leader Manual*, Activity 3.2, Training procedure 1)

2. Instruct students to secretly choose one feeling word and plan a role–play to illustrate that feeling. Allow students to work individually or in groups. Allow 5 to 10 minutes for students to plan the role-plays. (Workbook, Item 2)

3. Direct the students in performing the role-play one-by-one. (Workbook, Item 3)

4. Instruct the observers to attempt to guess what feelings are being illustrated. (Workbook, Item 4)

5. Discuss ways each feeling was demonstrated. (Workbook, Item 5)

6. Identify essential elements of each feeling. (Workbook, Item 6)

7. Summarize the meaning of the feeling words.

EVALUATION:

Watch students react to particular emotions as they are illustrated. Note how they choose and act out feelings that are real to them—or how they avoid or deny reaction to feelings that are particularly painful to them. These behaviors can help you know whether or not they are gaining a true understanding of feelings and communications of those feelings.

Activity 4.5
ROLLING THE FEELING BOX

GOAL:

To reacquaint students with ideas about feelings and extend their understanding to consider such issues as why it is important to identify and accept feelings and why it is difficult to do so.

TIME REQUIRED: 30 to 60 minutes.

MATERIALS NEEDED:

Scissors, glue, pictures that illustrate feelings being expressed, Student Workbook

TRAINING PROCEDURES:

1. Show pictures illustrating each of six basic feelings: (Workbook, Item 1)

   a. angry
   b. frustrated
   c. happy
   d. scared
   e. ashamed
   f. worried

2. Define each feeling as it typically occurs in various situations and have each student write his or her definition in the Workbook. (Workbook, Item 2)

3. Have students discuss causes and influences on feelings in variety of situations and write their examples of feelings in their Workbook. (Workbook, Item 3)

   Examples:

   a. Put-down—usually associated with anger and sadness.

b. Stress—can cause anxiety and fear.

c. Compliments—associated with happy feelings.

d. Sickness—often associated with sadness.

e. Winning at a game—linked with happy and excited feelings.

4. Emphasize the importance of identifying feelings in yourself as they occur. (Workbook, Item 5)

   Example: *So that you don't blame others for how they feel and so that you can do something about it.*

5. Have students to write in their Workbooks their responses to Item 6 and then discuss in the total group different positive behaviors that one can do as he or she identifies different feelings in self.

   Example: *When you feel sad, you might want to avoid conflict situations, because you may be more prone to lose your temper. You might also choose to try to talk to someone because being understood helps relieve sadness.*

6. Discuss why it it difficult to be aware of some feelings: (Workbook, Item 7)

   a. Some feelings are too painful to acknowledge.

   b. Some feelings are often considered to be unacceptable, such as:

      (1) Boys often consider it un-masculine and therefore unacceptable to show fear.

      (2) Girls are discouraged from expressing anger or aggressiveness.

   c. Assure the students that if they feel these things they are normal. In fact, everyone experiences these feelings. Some are just better at covering them up.

7. Have students make "feeling boxes." (Workbook, Item 8)

8. Divide the class into small groups of four or five. Instruct them to take turns rolling the boxes and making a statement of the form: (Workbook, Item 9)

   "I felt ________________ when ________________."

   Allow them to pass.

9. Process the activity in the total group by asking each group to report what feelings were hard to communicate and were they surprised by anything anyone said? (Workbook, Item 10)

10. Conclude by re-emphasizing the importance of identifying feelings. Prepare the class for further treatment of the issue.

HOMEWORK:

Ask students to be aware of their feelings this next week and write in their Workbooks three different feelings they had, when or under what conditions did it occur, and what did they do to benefit themselves after they recognized the feeling.

EVALUATION:

As with any activity involving student self-disclosure, be alert for students expressing a need for further counseling. The leader should see that each student is able to reflect feelings accurately.

Activity 4.6
ASSESS THE FEELING OF HAPPINESS

GOAL:

To help the student understand their feelings of happiness.

TIME REQUIRED: 30 to 60 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Discuss homework assigned in Activity 4.5.
2. Have the students fill out the assessment of feelings. This can be done at the beginning or at the end of the section on feelings. (Workbook, Item 2)
    a. Have students fill out their "Happy Times."
    b. Have students list "Year-Round Happiness."
3. Discuss in the group the assessment activity. (Workbook, Item 3)

HOMEWORK:

1. Ask students to do a survey on happiness and record their answers in the blossoms.
2. Have student at the next meeting cut out the blossoms and place them on the "Tree of Happiness" bulletin board in the classroom

EVALUATION:

Check for understanding by how they fill out the assessment instruments and complete homework.

Activity 4.7
FEELING HAPPY

GOAL:

To help students explore the situations which make them feel glad or happy.

TIME REQUIRED: 20 to 30 minutes.

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Cut out blossoms of happiness and put on tree.
2. Discuss the tree of happiness and what the students have learned.
3. Discuss the meaning of happiness. Happiness is one of the nicest feelings we have. What sights, sounds, and smells make you happy? (Workbook, Item 3)
4. Discuss with students how feeling happy differs from feeling sad. (Workbook, Item 4)
5. Ask students to discuss what physical changes occur when they feel happy or glad. (Workbook, Item 5)
6. Ask students to cite examples of how other people react to them when they are happy. (Workbook, Item 6)
7. Have students break into groups of three and share the following: (Workbook, Item 7)

   (Allow time for sharing and remind them of paraphrasing feelings and meanings.)

   a. A time when someone made them happy.
   b. A time when they made someone happy.
8. Ask them to fill out "The Happy Me" sheet. Instruct them to break into small groups and share answers. (Workbook, Item 8)

EVALUATION:

Students will be able to share happy experiences with others. Be aware of students who may need additional individual counseling to explore their feelings.

Activity 4.8
PRACTICE BEING HAPPY

GOAL:

To help students internalize happy feelings, thoughts, and nonverbal behavior.

TIME REQUIRED: 15 to 30 minutes.

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Ask students to practice looking happy in front of a mirror. (Workbook, Item 1)
    a. Demonstrate what you want them to do.
    b. Ask them to do this every day for a week.
2. Ask students to relax and think of happy statements as discussed in the Workbook. Ask if students want to develop their own statements. (Workbook, Item 2)

HOMEWORK:

Ask them to bring in their evaluation at the end of the week and discuss with the group. (Workbook, Item 3)

Discuss at next class meeting.

EVALUATION:

Students will be able to recognize and write about happy thoughts.

Activity 4.9
STEPS TO HAPPINESS

GOAL:

Learn to apply individual happiness.

TIME REQUIRED: Approximately 30 minutes.

MATERIALS NEEDED:

Glue, crayons, scissors, and Student Workbook

TRAINING PROCEDURES:

1. Discuss "Happy Thoughts" from Activity 4.8.
2. Have students color those keys they consider to be most important to them (Workbook, Item 1). Then have them cut out the keys and paste those on the ladder with least important at the bottom and most important at the top (Workbook, Item 2).
3. Have extra keys on which students can write and fill out on their own.
4. Have them share their ladders with the group.
5. Have them take the ladder home to put on their walls. (Workbook, Item 3)

EVALUATION:

The students will understand different components to happiness and know what is most important to them for happiness.

Activity 4.10
ASSESSING THE FEELING OF SADNESS

GOAL:

To help the student understand sadness.

TIME REQUIRED: 30 to 60 minutes.

MATERIALS NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Fill out the assessment activities for feeling sad. (Workbook, Item 1)
    a. Have students write out situations that cause sadness. Discuss with the group.
    b. Have them to do activity "Sadness Causes—Ones I Can and Can't Control." Discuss issue of choice concerning feelings. (Workbook, Item 2)
2. Ask students to complete "Ranking Sad Feelings" sheet. (Workbook, Item 3)
3. Discuss with the group what they have learned.

HOMEWORK:

Have them poll other people concerning sadness and happiness and summarize for the class at the next meeting.

EVALUATION:

Check assessment of students for understanding.

Activity 4.11
SOLUTION FOR COPING WITH SADNESS

GOAL:

To help students learn ways of coping with sadness.

TIME REQUIRED: Approximately 30 minutes

MATERIALS NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Discuss how we can control sadness by "choosing" our response and attitude toward a situation. Example: We may feel sad because a friend couldn't play today because he went to his grandmother's. We could also choose to feel glad about a situation. Example: I am happy my friend got to visit his grandmother.
2. Ask students to give examples of situations they could choose to be sad or glad. (Workbook, Item 1)
3. Ask them to brainstorm ways they deal with sadness. Write their examples on the chalkboard.
4. Ask them to fill out workbook Activity 4.11.
5. Ask them how they would like to cope differently with sadness.
6. Ask them to write a paragraph on how to change from what they do to what they would like to do.

HOMEWORK:

Ask students to practice the new ways of feeling sad.

EVALUATION:

Check student workbook paragraph.

Activity 4.12
LEARNING TO READ PEOPLE'S SAD EXPRESSIONS

GOAL:

To assist the students to learn to read nonverbal behavior in others.

TIME REQUIRED: 15 to 30 minutes.

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Have students fill out form of faces by putting the names listed below on them. (Workbook, Item 2)

   a. frown
   b. snarl
   c. pout
   d. scowl
   e. sneer

2. Bring mirrors to class and have them practice these expressions. (Workbook, Item 3)

3. Ask them to describe times when they felt this way. (Workbook, Item 4)

4. Share with the group. (Workbook, Item 5)

EVALUATION:

Students can identify sad nonverbal behavior in others.

Activity 4.13

EASING SADNESS IN SELF AND OTHERS

GOAL:

To help students to plan how to ease the sadness in self and others.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Ask students to list some things they do when they feel sad. (Workbook, Item 1)
2. Lead discussion with the group.
3. Ask students to think about a time when they felt sad. Ask them to write about it and share it with a partner in class. Have the partner share their sad time. (Workbook, Item 3)
4. Lead a discussion concerning how it feels to have someone listen to them about feeling sad.
5. Ask students to list some things they can do to lessen sadness in themselves. (Workbook, Item 4)
6. Ask students to list some things they can do to lessen sadness in others. (Workbook, Item 5)

EVALUATION:

Students will learn how to lessen their sadness and the sadness of others.

Activity 4.14
RECOGNIZING ANGER

GOAL:

The goal is to help students recognize anger in themselves.

TIME REQUIRED: Approximately 30 minutes.

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Anger is another feeling. We do have some control over who makes us angry and how we deal with it.

TRAINING PROCEDURES:

1. Focus students' thinking on anger by discussing the following point written on the board or a poster.
    a. It's O.K. to be angry, but not O.K. to hurt someone else.
    b. Anger can be useful. (Discuss positive aspects of anger: high energy, assertiveness.)
    c. Anger can be harmful. (Discuss negative aspects: disrupts communication, ruins relationships, can be unhealthy in long term.)
2. Tell the "Empty Lizzie" story included in this activity to dramatize the need for learning to recognize anger. Draw a figure on the board and shade in to illustrate the way anger is stored. Use attached story.
3. Ask students to fill out sheet entitled "Anger." This will allow students to recognize anger in themselves. (Workbook, Item 2) Process this activity by inviting students to volunteer their responses. Relate student

responses to the three main points about anger written on the board. Students should keep the sheets for use in the next lesson.

4. Close the session by summarizing the main points and previewing the next lesson on coping with anger.

EMPTY LIZZIE

Empty Lizzie is the story of a girl who had never learned how to handle her anger. She stores up her anger, sort of like stuffing it in a big bag. This is a story of one day in the life of Empty Lizzie.

Lizzie gets up and starts to get ready for school. She goes to her closet to get her favorite shirt, but it isn't there. She looks all over and can't find it, and then her sister walks in wearing it. This makes Lizzie really angry, but she doesn't do or say anything; she just stuffs anger inside.

Lizzie puts on a different shirt and goes downstairs for breakfast. Right in the middle of her breakfast, the cat jumps up on the table and spills Lizzie's orange juice all over her. Again, she feels really angry, but doesn't do anything—just stuffs it away as she goes and changes her clothes.

Just as Lizzie runs out the door to catch her bus, the bus pulls away. So she has to walk to school.

During Lizzie's first class, the teacher starts to collect the students' papers. Lizzie realizes she has forgotten hers at home.

Finally, it is recess time and Lizzie goes out to play with her friends. Just as she is coming back into the building, someone grabs her hat and throws it in a mud puddle. She doesn't do anything, just stores up more anger.

Lizzie manages to survive the rest of the day and is looking forward to listening to her new record when she gets home. As she walks into the living room, she sees her *little brother playing her new record. By this time she has stuffed within herself so much anger that she is full—so she explodes. She yells at her brother, punches him in the arm, picks up her record, and throws it on the floor.*

What happened to Lizzie? What could she have done differently during the day?

Activity 4.15
DEALING WITH ANGER

GOAL:

Students will understand how to deal with anger.

TIME REQUIRED: Approximately 30 minutes

MATERIALS NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Discuss anger points from previous lesson.
2. Have students fill out "Dealing With Anger" sheets. (Workbook, Item 1)
3. Lead a discussion concerning anger and coping with anger.
4. Brainstorm and put on the board various ways of coping with anger.

HOMEWORK:

Have students write a short paragraph about how they are going to practice dealing with anger. Have them record an experience handling anger in their Workbook. Collect homework and give written feedback.

EVALUATION:

Students state their understanding that there are a variety of ways to deal with anger.

Activity 4.16
LEARNING TO FACE FEARS

GOAL:

To help students learn about different kinds of fears and how to deal with them.

TIME REQUIRED: 30 to 60 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Students are encouraged to examine some common fears and to learn some positive ways of coping with them. Students will learn about physical fear, fear of bodily harm, emotional fear, and the fear of hurt feelings. Discussion will include attitudes about drug abuse and fear; which fear do students try to avoid; who has the most pressure to deny fear? Boys? Girls? Adults? Dealing with common fears is healthy. Students may not realize that fear is a common human feeling. Students may be reluctant to talk about fears at first. You might want them to choose only one fear that they might feel comfortable to discuss with others.

TRAINING PROCEDURES:

1. Hold a discussion of fear, recalling when the students have been afraid and thinking about the effect of fear on the students' bodies. Compare a time when the fear was minimal with a time of greater fear.

2. Draw a fear continuum on the board. Extremes being labled: uneasy on one end and petrified on the other. Choose three to six students to stand along the line according to the degree of their feelings. The leader will describe certain situations and students will move along the continuum. (Workbook, Item 1)

   EXAMPLES:

   a. Afraid of dark

b. Afraid of new situations
c. Afraid of a teacher
d. Afraid of a parent
e. Afraid of a noise
f. Afraid of getting beat up
g. Afraid of a name someone called me
h. Other, depending on environment and culture where students live.

After they place themselves, students might be given the opportunity to explain why they stood at a particular spot. (This might be a good breaking point to end session #1).

3. Lead a discussion of kinds of fears, including physical and emotional. (Workbook, Item 4)

4. Have students show that they can recognize the difference by signalling one finger for physical fear, or two fingers for emotional in response to hearing the situation read again.

5. Have students to role-play any of the situations or have students make up situations of their own. Appropriate closing discussion can end the session.

6. From the fear survey on the board, ask students to make two lists on the board: "Physical Fears" and "Emotional Fears." Ask students which fears they chose were physical and which fears were emotional. Make a list of each of these fears on the board. (Explain: Physical fear—fear of bodily harm, injury or death. Emotional fear—fear of hurt feelings, "What will people think?")

7. Discuss with students what can take place using the following questions:

   a. How can you tell when someone is feeling afraid? (Red face, crying, silence)

   b. Why don't some people like to admit they are afraid? (They don't want to look bad, inadequate or stupid.)

c. How can you tell when someone is trying to cover up being afraid? (Giggling, acting cool)

8. Write the following on the board:

   Recognize it
   Share it
   Take steps to overcome it

   Explain to students that these are some things you can do when you are feeling afraid.

9. Ask students to use the "What Makes Me Afraid" sheet and write seven things they are afraid of. You may want to divide the class into groups to discuss their fears. Then have students to mark whether the fear is physical or emotional—P or E. (Workbook, Item 4)

10. After discussing these fears on the activity sheet, instruct the students to write one fear they would like to overcome and something they would do about this fear. Encourage students to help one another identify steps they can use to overcome fears.

11. With the total class, conclude the lesson by reinforcing the following steps to overcoming a fear: (Workbook, Item 5)

   Recognize it
   Share it
   Take action. These are some choices:

   a. Learn more about what you are afraid of.
   b. Try it.
   c. Avoid it.
   d. Ask for help.
   e. Let go of it—accept it.

EVALUATION:

Assess whether the students are able to successfully discuss fears and bring up coping techniques.

Activity 4.17
PUTTING MEANING AND FEELING RESPONSE TOGETHER

GOAL:

To assist the students to hear both feelings and meanings.

TIME REQUIRED: 30 to 60 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Demonstrate hearing accurately the meaning of a statement. (Workbook, Item 1) Have them practice with a partner.
2. Demonstrate hearing accurately the feeling of a statement. (Workbook, Item 2) Have them practice with a partner.
3. Demonstrate hearing accurately the feelings and meanings of a statement. (Workbook, Item 3)
4. Ask students to work in threes and rotate until all have had a chance to play all three roles. (Workbook, Item 4 and 5)

   One student—the helper.
   One student—the helpee.
   One student—the observer—The observer fills out the observe form.

5. Work with the small groups.

EVALUATION:

Students will be able to accurately hear the meaning and feeling of another student. If the individual student is not able to hear this, work with them individually to hear this. You might have them stop and think before responding.

MODULE 5

SENDING "I" MESSAGES SKILLS

The fifth module will help students explain themselves through the skill of assertion and sending "I" messages.

GOALS:

1. To teach students the difference between assertive, non-assertive and aggressive behaviors.
2. To teach the "I" message model as a way to communicate assertively.
3. To help students practice "I" messages.

PHYSICAL SETTING:

Small circle

MATERIALS NEEDED:

Student Workbook, Chalkboard

TRAINING PROCEDURES:

1. Explain each concept, model the concept, and have students practice each concept.

2. Work with students on homework practice as this will help them integrate the skills.

3. Teach this skill step by step. They might have difficulty with the "I" message model.

EVALUATION:

1. Students will understand differences between assertive, nonassertive, and aggressive behavior by posturing and giving correct examples.

2. Students will be able to give "I" messages as observed in Activity 5.5.

Activity 5.1
UNDERSTANDING ASSERTIVE, NONASSERTIVE, AND AGGRESSIVE COMMUNICATION

GOAL:

To help students learn the difference between assertive, nonassertive, and aggressive communication.

TIME REQUIRED: 30 to 60 minutes

MATERIALS NEEDED: Student Workbook

INTRODUCTION:

Students need to learn to communicate assertively in an effective manner. These activities will enable students to learn different types of communication and how it affects the outcome of a situation.

TRAINING PROCEDURES:

1. Write on the board the words: Assertive, Nonassertive, and Aggressive. (Workbook, Item 1)
2. Tell students that there are good ways and bad ways to ask for what you want. Some people ask in whining ways or by hinting or crying or begging. (Ask students to act out examples of each way listed above.) Ask students questions such as the following about assertive behavior:
    a. Do you know anyone who uses these methods?
    b. How does it make you feel?
    c. Do you know anyone who asks for what they want by hitting, pointing, throwing things, or shouting?

3. Help them understand that when you use hurtful ways to get what you want, it makes you feel bad and it makes everyone around you feel bad, too.

4. Define and show students each of the behaviors. Have them review each in their Workbooks as you demonstrate each.

   a. Assertiveness (See Workbook, Item 3)
   b. Nonassertiveness (See Workbook, Item 4)
   c. Aggressiveness (See Workbook, Item 4)

5. Tell them that the best way to ask for something is to ask STRAIGHT OUT. That is being honest and assertive. It's not hinting or suggesting. It is direct and straight. How can we do this? Write these suggestions on the board and model them.

   a. Stand or sit up straight.

   b. Look directly at the other person. Keep eye contact.

   c. Talk in a calm, full voice.

   d. Be honest and direct.

   e. Stand or sit in a firm, but relaxed manner.

6. Divide the students into three smaller groups. Have each group posture one of the three communication modes. Then discuss the postures of each. (Workbook, Item 6)

7. Following the smaller groups' demonstrations, have the children write in the Workbook for Items 8 through 13.

8. Help them understand that to ask for what you want is okay but don't expect always to get it. We can't always have what we think we want, but in some ways it makes us feel better if we have asked for it in a

respectful manner. When we treat others respectfully, we are usually treated that way in return. Sometimes it even turns out better when we don't get what we want. Can you think of a time that happened?

9. Have all members to model assertive behavior as listed in Workbook, Item 14.

10. Select students to role-play bad and good ways to ask for what they want in each of the situations listed in the Workbook, Item 15.

HOMEWORK:

Ask students to keep a record of their behaviors for one week. Have them write about incidents when they were assertive, nonassertive, and aggressive. Students can state their specific feelings at the time of each behavior and decide whether or not they felt that it was appropriate behavior for the situation. Keep the record in the Workbook. If more space is needed, ask them to use plain paper. Collect homework and give students written feedback.

EVALUATION:

Students will understand differences between aggressive, nonassertive, and assertive behavior as indicated by role-playing and entries in their Workbooks.

Activity 5.2
UNDERSTANDING THE DIFFERENCES AMONG NONASSERTIVE, ASSERTIVE, AND AGGRESSIVE COMMUNICATION.

GOAL:

To help students learn differences in appearance among all three behaviors.

TIME REQUIRED: 30 to 60 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Ask students to look at drawings and write down what message is conveyed through the looks of Dora Doormat, Bully Bart, and Straight Sally. (Workbook, Items 1 through 6)
2. Ask them what they are asking for by just their looks. (Workbook, Item 1 through 6)

HOMEWORK:

Ask students this week to observe people that look assertive, nonassertive, and aggressive and describe this behavior in their Workbooks. Have students turn in sheets from Workbook at the next meeting, so that you can give written feedback to students.

EVALUATION:

Students will be able to recognize differences in assertive, nonassertive and aggressive nonverbal behavior.

Activity 5.3
ASSERTIVE POSTURING

GOAL:

To help learn elements of asserting themselves through voice and posture.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Model for the students the elements of assertive posturing. Demonstrate direct eye contact, calm and firm voice, sitting relaxed, yet firm in a chair and sitting or standing with both parties as equal as possible. (Workbook, Item 1)
2. Instruct the group to divide into pairs.
   a. Tell one of the pairs that when you give the go-ahead that person is to look at the partner and in a very firm, assertive voice, say, "Yes, I want you to."
   b. Tell the partner that when you signal, you want them to respond to their partner, also assertively, by saying, "No, I will not."
   c. Let them repeat this for about thirty seconds. (Workbook, Item 2)
3. Reverse roles. (Workbook, Item 3)
4. Process with the students how it feels to be the person commanding versus the person refusing. Which is easier? Comment on students' skills in body posturing and voice. (Workbook, Item 4)

HOMEWORK:

Ask students to complete illustrations of Dora Doormat, Bully Bart, and Straight Sally.

EVALUATION:

As a result of role-play, the leader will assess body language and tone of voice of students as they play each role. The ability of students to represent different body postures in the pictures will indicate their understanding of differences among assertive, nonassertive and aggressive.

Activity 5.4
SENDING "I" MESSAGES

GOAL:

To help students learn to write and speak correct "I" Messages.

TIME REQUIRED: 30 to 60 minutes

MATERIALS NEEDED:

Student Workbook, index cards with a situation written on each

TRAINING PROCEDURES:

1. Write the words "I" message on the board. Explain that the "I" message is a way to communicate in an assertive way. By using this message, conflict also can be avoided. (Workbook, Item 1) Explain the difference between the "You" message and the "I" message.

   "You message" projects blame, criticizes

   Example: "You're STUPID"

   "I" message states your feeling and idea for change

   Example: I feel angry when you call me a name and I want you to stop.

2. Write the "I" message model on the board.

3. Generate situations and ask the students to give examples of "I" messages. (Workbook, Item 2)

4. Process the responses after each so as to help students understand the meaning, value, and means of doing "I" messages.

5. Divide the total group into smaller groups of three. Hand each group an index card with a situation written out. (Workbook, Item 3)

6. Instruct the student as follows: (Workbook, Item 4)

   > Read the situation on the card. Act the scene out in two different ways—one using the "you" message and one using the "I" message. The third member is an observer and at the end shares comments with the two about what was seen and heard. Tell them that each of you need to participate. You will have 5 minutes to rehearse, then you will act out your scene for the class.

7. Walk around the room helping each group perfect their scene.

8. Ask students to act out their scenes, comment on each pointing out the difference between the two messages. Ask occasionally

   > How did this "you" message make you feel?
   >
   > How did this "I" message make you feel?

HOMEWORK:

Ask students to practice writing the "I" message in the Workbook. After checking to make sure the students can do the first two, assign the rest for homework. Check the homework carefully and give written feedback.

EVALUATION:

Students will be able to write accurately "I" messages. You may need to work with students individually if they do not understand.

Activity 5.5
PRACTICING "I" MESSAGES

GOAL:

To assist students in learning to send "I" messages.

TIME REQUIRED: 30 to 60 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Distribute homework that leader has reviewed and on which feedback comments have been written.

2. Ask students to each write in the Workbook, Item 1, a situation where he or she would like to be assertive.

3. Review the "I" message model of Activity 5.4. (Workbook, Item 2)

I feel ______________ when you ______________
and I want you to ________________________ .

4. Rearrange them into groups of three and ask them to do Workbook, Item 3.

5. Ask the observer each time to use the "I Message Observation Sheet" that is in the Workbook and then to share with the other two member after each role-play.

6. Ask them after each person has been in each of the roles—person in the situation, sender of "I" message, and observer—to now repeat using the same situation but this time responding empathically as was done in Module 4.

HOMEWORK:

Have students practice "I" messages this week and write a minimum of three examples of "I" messages they sent. Ask students to turn in these to you at the next meeting for your written comments.

EVALUATION:

The student will be able to send "I" messages easily as shown from class observations and records keep for the three or more messages sent during the week.

MODULE **6**

HELPFUL QUESTIONING SKILLS

GOALS:

1. To learn about helpful questions.
2. To understand difference between closed and open questions.
3. To practice asking open questions.

PHYSICAL SETTING:

Have students sit in a circle and when needed, use Student Workbook.

TRAINING PROCEDURES:

1. Decide which students to use.
2. Explain purpose(s) of the activity.
3. Model appropriate behavior.

EVALUATION:

The leader will check for understanding based on observation and Workbook.

Activity 6.1
LEARNING ABOUT HELPFUL QUESTIONING

GOAL:

To enable students to learn more about questions that are helpful.

TIME REQUIRED:

Approximately 30 minutes

MATERIALS NEEDED: Student Workbook

INTRODUCTION:

Questioning often brings out certain things in a conversation. Friendly, open questions show interest in others. Questions that are demanding often scare people and turn them off. Sometimes "why" questions do the same thing. Questioning has different meanings for everyone. In this activity, try to help students explore how they feel about questioning. Try to help them explore their own attitudes about questioning.

TRAINING PROCEDURES:

1. Point out how questions are part of every day conversations. Students question each other. Parents and teachers question students concerning their behavior and other things. On talk shows, television entertainers use questions to help the guests talk. Questions are an important part of living. Yet, questions cause different reactions from different people. Open questions help us talk more. Closed questions tend to stop communication because they tend to get only "yes" or "no" answers.

   Example: Open Question: "Could you tell me a little bit about your favorite sport?"

Closed question: "Are you going to the movies on Saturday afternoon?"

2. Ask each student on his/her own to mark the questions in Workbook, Item 1.

3. After completing Training Procedure 2, discuss as a class the answers and why each is marked as it is. (Workbook, Item 2)

4. Ask each student to write two open questions. (Workbook, Item 3)

5. Ask each student to write two closed questions. (Workbook, Item 4)

6. Rearrange the grouping so that students are in pairs. (Workbook, Item 5)

7. Ask them to practice asking each other questions written in Workbook, Items 3 and 4.

8. After completing Procedure 7, discuss as a class what the effects were.

HOMEWORK:

Ask students to keep a record in the Workbook of open questions and closed questions asked them this next week. Give students written feedback on homework.

EVALUATION:

Students will be able to identify and ask open questions appropriately by their interactions during the questioning of partners and their record in the Workbook of questions during the week.

Activity 6.2
OPEN QUESTIONS

GOAL:

To enable students to understand more fully the difference between closed and open questions.

TIME REQUIRED: Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

An open-ended question encourages other to talk more. It also shows that the helper is interested in listening. Shows

1. Open ended questions can do the following:
   a. start a conversation,
   b. tell more about a subject,
   c. help understand a situation better, and
   d. help focus on feelings.
2. Closed questions can do the following:
   a. give just the facts,
   b. show that the helper is not really interested in the person, and
   c. often stop communication.
3. Open-ended questions center around the needs of the helpee. Closed questions are centered around needs of the helper.

a. Examples of open questions

"Could you tell me more about your reading class?"

"Tell me more about it."

"Describe it for me."

b. Examples of closed questions

"Do you like reading class?"

"Are you going tonight?"

4. When to use open questions:

   a. to start a conversation,

   b. to encourage others to talk about a subject,

   c. to help helpees understand their behavior, and/or

   d. to help the helpees focus on their feelings.

TRAINING PROCEDURES:

1. Go through introduction with students and have them learn what open questions can do, (Workbook, Item 1), and what closed questions can do. (Workbook, Item 2)

2. Demonstrate open questions and closed questions in the class with students also giving examples.

3. Ask students to do open questions to the two situations given in Workbook , Item 4.

4. Discuss as a class the open questions they wrote in Workbook , Item 4.

5. Have them to identify three situations in which open questions would be helpful, tell why, and give example. (Workbook, Item 6)

6. Discuss in the group their responses to Procedure 5.

HOMEWORK:

Ask them to do the homework as described in the Workbook. Review written homework and give feedback to students.

EVALUATION:

The students will be able to easily ask open questions in different situations as reflected by the homework.

Activity 6.3
PRACTICE OPEN QUESTIONING

GOAL:

To assist students to integrate the art of open questioning in their interviews.

TIME REQUIRED:

Approximately 30 minutes

MATERIALS NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Review homework from Activity 6.2.
2. Demonstrate the use of open questions in an interview. Help students understand some purposes for questions: (Workbook, Item 1)
    a. start an interview,
    b. keep the interview going,
    c. clarify feelings, and
    d. learn more about an issue.
3. Review with students empathy skills in an interview (Module 4)
4. Review with students caring skills (listening with your body) (Module 3), and empathy skills (Module 4) and help them understand how these are used in interviewing.
5. Ask students to form groups of threes and have a helper, helpee, and observer. Rotate roles so all have a chance to play all three roles.
6. Ask the helpee to play a role such as a person having problems with a friend, difficulty with math, or a fight with their older brother or sister. (Workbook, Item 5)

7. Ask the helper to use open questions to bring out information, feelings, and general experiences and also to use caring skills and empathy skills while interviewing. (Workbook, Item 6)

8. Ask observer to complete the "Observation Sheet" while the interview is being done and then to share feedback (observations and what was heard) after the interview ends. (Workbook, Item 7 and "Observation Sheet")

9. Change roles, use a different situation and repeat Procedures 5, 6, and 7. (Workbook, Item 8)

10. Change roles and repeat as in Item 8 so that each person has each of the three roles. (Workbook, Item 9)

11. Discuss as a group what occurred in the role-playing with Observer's feedback. (Workbook, Item 10)

HOMEWORK:

Ask students to watch for a time when they can help someone by talking with him or her and in so doing will use open questions, caring skills (Listening with your Body) and empathy skills.

Ask them to write in the Workbook an account of these talks. Review and give written feedback.

EVALUATION:

The students will be able to use skills of questioning, caring and empathy as demonstrated in role-play and homework.

MODULE 7

CONFLICT RESOLVING SKILLS

The seventh module will help students focus on ways to prevent and work through conflict effectively.

GOALS:

1. Students will recognize conflicts in daily lives and how they typically deal with them.
2. Students will realize the relationship between positive and negative thinking and conflict.
3. Students will learn to solve conflict effectively through conflict stoppers.

PHYSICAL SETTING:

Have the students sit in a circle if possible with the option of allowing them to move around the room to desks or small tables. Some of these training sessions may take the entire class period, but can be broken into smaller segments.

MATERIALS NEEDED:

Student Workbook for each student, pencils, crayons

TRAINING PROCEDURES:

1. Explain to students the reasons behind the activity, especially the link between how we think and our resulting behavior.
2. Stress the relationship between feeling good about ourselves and talking positively about ourselves, in order to begin to handle conflict positively.
3. Model ways to avoid conflict by using personal examples.

EVALUATION:

Suggestions for evaluation are found at the end of each activity. An overall evaluation can be done by having students keep track of the amount of conflicts they were able to avoid and the amount of conflicts they were able to prevent or help solve as a peer helper.

Activity 7.1

INTRODUCTION TO CONFLICT RESOLUTION

GOALS:

1. Students will recognize the range of conflicts within their experience.
2. Students will identify the need to learn skills for dealing effectively with conflict situations.

TIME REQUIRED:

Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Write "conflict" on the board and solicit student definitions of the term.
2. Lead students in a brainstorming activity by asking them to think of all the various situations in which conflict occurs. These examples could vary from wars between nations to babies fighting over toys. This same cognitive set could be achieved by displaying a series of pictures depicting a wide range of conflict situations and asking students to comment on the common aspects of the series. As students' reactions to conflict are processed, establish the following points:
    a. Since all people are different and have individual needs and desires, conflicts are inevitable when people live together.
    b. Since they cannot avoid conflict, it is important that students develop skills for dealing with conflict effectively.

3. Personalize the discussion by asking students to report on those conflict situations that are most common for them. (Workbook, Item 1, 2, and 3)

4. Ask students about ways that they know that conflicts can be settled. Fit responses into the following categories. (Workbook, Item 4)

   a. Violent resolution—fighting and threatening.

   b. Giving in—when one person always give in.

   c. Talking over the situation and working toward a compromise.

5. Introduce the concept of winners and losers in conflicts. Lead students to understand the desirability of achieving "win-win" outcomes under the categories. Emphasize that the purpose of subsequent instructions is to teach skills to reach that outcome. (Workbook, Item 5)

6. Have students to locate in their Workbooks "Conflict: My Actions and Feelings" and in order to further personalize their experiences of conflict have students complete the "Worksheets," item by item, with your leading of the activity. (Workbook, Item 6)

7. Process the activity by asking students which of the categories raised the most serious conflict issues for them. (Workbook, Item 7)

8. Reiterate the importance of developing skills for dealing with these situations. Mention to the students how important it will be for them to be helping others deal with conflict.

HOMEWORK:

Ask students to complete those items in their Workbooks listed under Homework and "Conflict: My Actions and Feelings" Review and write comments on the papers and return them at the next session. Make notes of students expressing unique or intense issues and bring them up for discussion.

EVALUATION:

Students will be able to identify situations that get them into conflict and the necessity of dealing with situations.

Activity 7.2
GETTING ATTENTION

GOALS:

1. To help students learn more positive ways to get attention.
2. To help students learn that negative ways often lead to conflict.

TIME REQUIRED:

Approximately 30 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURE:

1. Put the word "attention" on the board. Ask the students to help define the word.
2. Have students to discuss how people obtain attention from others.
3. Ask students to complete the "Attention Checklist" in their Workbooks, Item 3.
4. Talk with the students about positive ways to get attention and negative ways to get attention, (Workbook, Item 4). List both on the board.
5. Have students to write three ways they obtain attention positively, Workbook, Item 5, and then discuss positive ways.
6. Have student to write three ways they obtain attention negatively, Workbook, Item 6, and then discuss negative ways.

7. Lead a discussion with students about how negative attention often leads to conflict. (Workbook, Item 7)

8. Ask students to write how satisfied they are with attention (a) they receive from others and (b) they give to others. (Workbook, Item 8)

9. Brainstorm with students additional positive ways to give and receive attention. Add these to those ways listed in Number 3.

10. Ask students to write what they would like to change (a) in how they receive or obtain attention from to others and (b) in how they give attention to others. (Workbook, Item 10)

11. Talk with students about how difficult it may be for students who need help to obtain attention positively. What helping techniques could be used to steer them in a positive direction?

HOMEWORK:

1. Ask students to write a personal goal to obtain attention in a positive way. Illustrate goals appropriate for age students in the group. Take illustrations from home, classroom, playground, and friends.

2. Ask students to write behavior they will undertake to help achieve their goal. Illustrate for the different goals listed in Number 1.

3. Collect homework for review.

EVALUATION:

Read the Workbook entries and determine how well students have learned the concept of attention-getting and have formulated a well-written goal. Make comments on their homework and continue to process with students their progress toward reaching their goals.

Activity 7.3
WHAT ROLE ARE YOU?

GOAL:

To help students see the importance of roles in cooperating with one another.

TIME REQUIRED:

Approximately 60 minutes

MATERIALS NEEDED: Student Workbook

INFORMATION:

This exercise gives students an experience of roles they customarily assume in group situations. It helps students to understand people better and to see that people all take different roles at different times.

TRAINING PROCEDURES:

1. Introduce the activities by pointing out to students the purposes of the activity. (Workbook, Item 1)
    a. to understand themselves better and
    b. to help students see how they can work more cooperatively in groups through understanding the importance of roles within groups.
2. Form small groups. Assign each group to a "station" in the room. At each station have a "problem" situation for the group to work out. The following are examples (Workbook, Item 2):
    a. Station A—Two math word problems, scratch paper, and pencils
    b. Station B—100 piece puzzle

c. Station C—Another 100 piece puzzle

d. Station D—A riddle or word problem

Each group will have approximately five minutes to work. Points are to be awarded to each group according to what the group has achieved at each station, i.e., one point for minimum work and five points for solving the problem. The object is to get the group to work together.

NOTE TO THE LEADER: In forming the groups you can attempt to manipulate the group make-up to give children new experiences. For example, you could form one group of children who do not usually lead and form another group of two or more leaders to encourage them to cooperate.

3. When time is up for the first try, award points and move each group to the next station. Continue the procedure until each group has been to all stations.

4. After the small groups have been to all stations, have each person to complete the "Cooperation and Role Questionnaire" in the Workbook, Item 3.

5. Have students complete in Workbook, Item 4, on the importance that cooperating had within their small groups as they completed tasks at the different stations.

6. As a total group, discuss Workbook, Items 3 and 4.

7. Discuss different roles people often have or take when they are with other people, e.g. follower, leader, observer, helper, clown, loner, and rebel. (Workbook, Item 6)

8. Discuss, as a class, how these experiences in Activity 7.3 relate to everyday life

HOMEWORK:

Ask students to complete the Roles sheet in their Workbooks and to submit these at next meeting for written evaluation.

EVALUATION:

Students will understand cooperation and how roles must change depending on the situation.

Activity 7.4
THE SEE-SAW GAME

GOAL:

To help students understand that conflict stops when one walks away.

TIME REQUIRED:

30 to 40 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

This game is very simple and easy to do. It involves using two children to demonstrate feelings involved in the use of insulting remarks. It also demonstrates what happens when one person takes charge and ceases the activity. This activity is an excellent means to introduce the conflict resolution training.

TRAINING PROCEDURES:

1. First, discuss what a see-saw is. (It is two-sided and never gets any place in terms of a forward direction.) (Workbook, Item 1)
2. As a safety precaution, first brainstorm some general hurtful comments that the children can use while they are on the see-saw. Ask them to do this so that group members are not hurt. (Workbook, Item 2)
3. Demonstrate, using two children, how the see-saw goes constantly up and down. Explain that each child will say or do something that will insult the other child. When the insulter acts, he stands up and the insulted child sits down. This goes back and forth as the children stand up or sit down to demonstrate how they are feeling. (Workbook, Item 4)
4. Suggest that one of the demonstrators walk away from the see-saw. Point out that when someone takes

charge and is brave enough to "get-off" the see-saw, that the see-saw stops. (Workbook, Item 4)

Note To The Trainer: Children who have trouble interacting with other children either by being really insulting or supersensitive need some small group activities or individual counseling on self-control.

5. Discuss with students who wins the game. (Workbook, Item 5)

HOMEWORK:

1. Ask students to complete the tug-of-war activity sheet in their Workbook, Item 1.
2. Ask them to be prepared to submit the homework at the next meeting for your written feedback.
3. Ask students who can bring a tape recorder and a blank tape to class for the next activity.

EVALUATION:

The students will be able to identify positive things they can do to avoid conflict.

Activity 7.5
RELAXATION AND IMAGERY EXPERIENCE

GOAL:

To help students learn relaxation techniques.

TIME REQUIRED:

Approximately 60 minutes

MATERIALS NEEDED:

Tape recorders, blank tapes, crayons, and Student Workbook

TRAINING PROCEDURES:

1. Write the words "relaxation" and "imagery" on the board. Demonstrate to the students the difference between tension and relaxation using a closed fist then an open fist. Have the students do the same. Ask them what they notice when their arms are loose and limp. Then ask the student to close their eyes and imagine seeing a lemon, then ask them to continue to imagine cutting the lemon and putting the fruit side on their tongue. What did they experience doing this? Explain that this experience is "imagery"—imagining something mentally. Let the students know that imagery and relaxation will help prevent conflict. (Workbook, Item 1)

2. Explain to students that imagery is used to help people improve in various ways. Use various examples: (Workbook, Item 2)

    a. Olympic athletes use imagery to practice sports skills.

    b. Salespersons use imagery to practice successful sales.

c. People who are ill use imagery to help lessen their pain.

d. People who want to lose weight use imagery to "think thin."

Tell students that often what we practice in our mind becomes real when we live in the world. Therefore, it is important to practice positive imagery to help us whenever we can.

3. Introduce the notion that relaxing and imagery go together. Tell students that once people are relaxed, they can introduce a positive idea to themselves more easily than when they are tense and defensive. Tell students that they are going to learn to use imagery to help themselves be relaxed and calm. This technique can be used to prevent conflict and keep students from acting in impulsive ways. (Workbook, Item 3)

4. Have the students place themselves in a comfortable position, either lying down or leaning against the wall. Invite them to set up their tape recorders to tape your voice. Use some relaxing music in the background such as Steve Halpern's "Spectrum Suite." Make sure your voice is slow, soft, and relaxing. You might practice before doing this to insure a soothing voice tone. The following script is effective: (Workbook, Item 4)

> *Students, please close your eyes. Take three deep breaths. Remember to breathe very deeply with your abdomen raising with each breath. With each breath, see if you can relax a little bit more. That's it. Free and easy. Deeply relaxed.*
>
> *We are going to tense and relax some of the muscles in your body. Just listen to my voice as we do this. It's okay if your mind wanders a little. When that happens, just bring your mind back to my voice. Let's start with the muscles in your right hand and arm. Make a right fist. Make*

it tighter and tighter as I count to five. When I say the word "relax" just let your arm go. Let's start 1, 2, 3, 4, 5 . . . hold it tight . . . now relax, and take a deep breath. I want you to notice the difference between the tense feelings that you just felt, and these nice, warm feelings of relaxation. You might notice warmth and tingling as your arm begins to relax. Just let it go. Let your arm feel heavy and warm. You can relax it a little more. Now relax it completely. Your arm is heavy, the muscles are loose. Your arm is completely relaxed.

Now let's relax the muscles in the left hand and arm. Make a fist and I'll count to five. 1, 2, 3, 4, 5 . . . hold it tight. That's it. Now, relax, let your arm go. Again notice the DIFFERENCE between the tense feelings and the relaxed feelings. You'll notice the tingling and warm feelings in your arm. Just let your arm relax, let it go loose and limp. Your arm is feeling very heavy and relaxed. You can let it relax a little more. Now relax your arm completely.

Let's go back to your breathing. You are relaxing more and more all the time. You are breathing freely and easily, deeply and slowly. With every breath you are becoming more and more relaxed. It feels good. Just let it happen.

Now we want to work on relaxing your face. First raise your eyebrows higher and higher as I count to five 1, 2, 3, 4, 5 . . . hold it. That's it. Now relax and let your forehead smooth out. Feel your forehead get smoother and smoother, and more and more relaxed. Feel all your worries and negative thoughts float right out into space. Your mind is relaxed . . . Very good.

The next area we want to work on is your eyes. Close your eyes tighter and tighter as I count to five. 1, 2, 3, 4, 5 . . . Now relax your eyes.

Imagine your eyelids very heavy against your eyes. Your eyelids are so heavy that it would be hard for you to open your eyes. Your eyes are so relaxed and feel so good.

Now, let's work on the muscles in your jaw. Clench your teeth tighter and tighter and I count. 1, 2, 3, 4, 5 . . . Hold it tight. Feel the tension . . . Now, relax your jaw. Let your jaw hang loose and limp. Go ahead and let it open and relax, just like a puppet with its jaw hanging down. It feels so good to let your jaw relax. Now your whole face feels relaxed and loose. It feels so good to let your face relax.

You are now breathing deeply and freely, easily and slowly. With each breath, you are relaxing more and more.

Now, let's work on your shoulders. Lift your shoulders higher and higher as I count to five. 1, 2, 3, 4, 5 . . . . Hold your shoulders tight. Now, relax and let them go. Notice how good this feels. Your arms and your shoulders are both relaxed and loose.

The next area to work on is your stomach. Draw your stomach in as I count to five. 1, 2, 3, 4, 5 . . . Hold it tight. That's it . . . Now relax, and take a deep breath and relax some more. Think about your stomach feeling relaxed, feeling calm, and feeling comfortable. Again, think about your stomach feeling relaxed, calm and comfortable.

You are now breathing deeply and easily, freely and slowly, relaxing more and more each time you breathe. Your whole body is feeling heavy and relaxed. It feels very good. You are calm and relaxed. Your whole body is slowing down.

You can now tense the rest of your body up all at once. Tense your hips, legs and feet as I *count to five. 1, 2, 3, 4, 5 . . . Hold all those muscles tight. Now, let your right leg relax. Now relax your right foot. Imagine that all the tension is flowing down your right leg and out your right foot into the air. Now imagine that your left leg is relaxing. It is getting loose, and limp, and heavy. Imagine the tension flowing down your left leg and foot out to the air. Both legs are limp and loose and relaxed.*

Now your body is relaxed and calm. As you practice this, you will teach yourself to relax more each time you practice. Your body will feel calm and good after this. But you can relax some more. This time we will use your imagination to help you relax more.

Imagine that you are on a very long escalator going down. Just imagine that you are stepping on the escalator and holding onto the handrail. Feel yourself relaxing the father you go down. Farther and farther, down the escalator, more and more relaxed. Your muscles are getting more and more limp; it's almost like you are floating down the escalator. Your are more and more relaxed, the farther down you go. Now, slowly stop the escalator. Imagine yourself in your favorite relaxing place. It could be in your bedroom, on a beach, in your back yard, or by a lake. Picture yourself there, feeling content, relaxed, and at peace with the world.

Now is the time that we practice improving something in our lives. We are calm and relaxed and open to new ideas. Today we are going to practice dealing with conflict in a relaxed, calm way. Picture in your mind a conflict situation that you are in. It could be a situation where someone is calling you a name, or criticizing you, or trying to get you to fight. See yourself looking very calm, strong, and relaxed. The anger is bouncing right off you. The more the person yells, *the calmer you feel. The words the person is using are not getting through to you. You are calm and relaxed. Watch yourself for a minute, and see what happens. (Give one minute.) That was very good.*

You will notice that after this session, you might feel more and more relaxed each day. The things that used to make you angry won't bother you as much anymore. You will feel calm, and strong, and very relaxed. Every day you will feel better and better about yourself as you become calm and relaxed.

Now, if you are listening to this at home and want to go to sleep, turn off the tape recorder and drift off into a wonderful, relaxing sleep. If you want to wake up and go about the day, listen to my voice as I count backward from 50 to 1. As I count, visualize energy coming back into your body. When I reach the number one, you will open your eyes feeling normal in every way, but wonderfully relaxed and awake with plenty of energy for the rest of the day or evening. The next time you practice this relaxation, you will be able to double the amount you relaxed before. 5, 4, 3, 2, 1 . . . okay, you may open your eyes.

Students, take your time getting up. Just let it happen naturally. Quietly, take your student workbook and record your feelings. How did it feel to do this? Describe your conflict situation and what happened. What muscles were easy and hard to relax? What conflict situations can you practice solving this week?

5. Ask students to write in their Workbooks, Item 5, their comments about the experience.

6. Ask students to discuss their reactions to the relaxation and imagery experience. (Workbook, Item 6)

HOMEWORK:

1. Ask students to practice every day this next week the relaxation and imagery activity. Use their tapes if they made copies during Activity 7.5.

2. After a couple days of practice, ask them to recall a conflict situation and try to use the relaxation and imagery activity to resolve it. Then in the Workbook complete two pages entitled "Draw A Picture of Yourself in a Conflict Resolution" and "Draw a Picture of Yourself Relaxed and Dealing with Conflict Resolution."

3. Ask students to complete before next session in their Workbooks the pages entitled "Comments Related to Image Experiences."

4. Ask them to be prepared to submit homework at next meeting for written feedback.

EVALUATION:

Students will be able to use imagination to picture themselves in conflict and in relaxed situations.

Activity 7.6
CHANGING NEGATIVE THOUGHTS INTO POSITIVES

GOAL:

To help students learn that one of the keys to building self-esteem and reducing conflict is to talk to themselves in positive ways.

TIME REQUIRED:

20 to 30 minutes

MATERIALS NEEDED:

Student Workbooks, pictures that might illustrate high self-esteem and low self-esteem

TRAINING PROCEDURES:

1. Discuss self-esteem and differences between high and low self-esteem. (Workbook, Item 1)

2. Present pictures of persons displaying high self-esteem and low self-esteem and ask students to identify the ones with positive self-esteem and the ones with negative. (Workbook, Item 2)

3. Discuss the kinds of messages said when people feel good about themselves compared to messages said when people feel bad about themselves. (Workbook, Item 3)

4. Ask students to complete the page in the Workbook entitled "Self-Talk." (Workbook, Item 4)

5. After they have completed the "Self-Talk" page, have them to discuss their responses with the class. (Workbook, Item 5)

HOMEWORK:

Ask students during this next week to record in their Workbooks on the page entitled "Self-Esteem and Self-Talk" those times when they had very high self-esteem and when they had low self-esteem. Write also the self-talk they had that was associated with each very high or low self-esteem. Collect and give written feedback.

EVALUATION:

Check the student worksheets to make sure each has been able to associate the correct internal messages with the low or high self-esteem.

Activity 7.7
CANCELLNG NEGATIVE THOUGHTS

GOALS:

To help students apply their understandings of positive and negative self-talk so as to "cancel" negative messages they give themselves, and thus improve their self-esteem and begin to reduce conflict.

TIME REQUIRED:

Approximately 60 minutes

MATERIALS NEEDED: Pictures, Poster, Student Workbook

TRAINING PROCEDURES:

1. Display picture of person who seems to be feeling down. Review the question. "What does this person think about himself or herself?" (Workbook, Item 1)

2. Display a poster with the word and symbol for "cancel" or use a stop sign on a poster. Solicit the class for definition. (Workbook, Item 2)

3. Explain that this term is their weapon against poor self-esteem.

4. Present the following process for combatting this negative thinking. (Workbook, Item 3)

    a. self-recognition—"Is this thought helping or hurting me?"

    b. cancelling the negative thought

    c. substituting a more helpful thought

5. Model the process in a brief role play. Student volunteers may also model the process. (Workbook, Item 5)

6. Have the group review the worksheet "Inner-Voices" which presents the process. (Workbook, Item 6)

7. Repeat that people can change how they think and feel about themselves. The brain is like a computer. The more positive information that is put into the brain, the more positive are the results!

8. Remind students that feeling good about self relates to how the person handles conflict. The better you feel about yourself, the less you are involved with conflict.

HOMEWORK:

Ask students to complete the "Cancel Negatives" sheet in their Workbooks, and to be prepared to share their answers in the next class session.

EVALUATION:

The student will be able to change negative thoughts as demonstrated by homework.

Activity 7.8
CONFLICT STOPPERS

GOAL:

To help students learn ways to avoid or stop conflict.

TIME REQUIRED:

Approximately 60 minutes

MATERIALS NEEDED: Student Workbook and blank cards

TRAINING PROCEDURES:

1. Share homework from Activity 7.7.

2. Talk about the idea that conflict often occurs because people don't really have any good ideas about how to stop conflict.

3. Have students to open Workbooks to Item 1 on "4-Step Conflict Stoppers" and discuss with them the dealings of each of the four steps. (Workbook, Item 2)

4. Distribute small cards and ask each students to write a conflict situation that has happened to him or her. (Workbook, Item 3)

5. Regroup the class members into groups of three each and ask them to role-play their conflicts. (Workbook, Item 4)

    a. First, practice it with two students entering into a conflict. The third student in the group gives feedback.

    b. Second, practice it using the "4-Step Conflict Stoppers."

    c. Rotate so that each has an opportunity to role play his or her conflict as written on the card.

6. Once the groups are finished rehearsing, have them to do one of their role-plays in front of the group. After each conflict situation, ask the students (Workbook, Item 5)

   a. What error did the person make that got him or her into the conflict situation?

   b. To critique the way the group handled the conflict.

   c. To share other ideas that might have helped to resolve the conflict.

7. Have the group discuss ways they have learned to avoid conflict. (Workbook, Item 6)

8. Have each student to complete Workbook, Item 7, where he or she writes a personal goal with steps that he or she will follow to avoid conflict. (Workbook, Item 7)

HOMEWORK:

Have students to complete the page entitled "Getting Along with Others" and turn in for written feedback.

EVALUATION:

Assess the role-play and homework to determine the extent the students are able to apply the conflict stoppers correctly.

MODULE **8**

DECISION MAKING AND GOAL SETTING SKILLS

The eighth module will help students to focus on making decisions and setting goals.

GOALS:

1. To assess students' decisions.
2. To help students make effective choices.
3. To help students understand values in relation to choices.
4. To help students understand consequences related to choices.
5. To help students understand decision making process.
6. To help students understand the process of goal setting.
7. To help students understand the process of change.

8. To help students to be helpers to others in reference to decision making.

PHYSICAL SETTING:

Moveable chairs, tables or flat desks

MATERIALS NEEDED: Student Workbook, pencil, crayons, clay, magic markers

TRAINING PROCEDURES:

1. Explain the goal of each activity.

2. Model the activities you ask them to do.

EVALUATION:

1. The trainer will check for understanding based on the answers to questions they ask.

2. Through the skills students demonstrate in Activity 8.14, the trainer will know if students have learned the skill for this Module.

3. Through listening to their understanding of values, consequences, goals, responsibilities, the degree of student understanding can be easily determined.

Activity 8.1
MAKING DECISIONS WITH CLAY

GOAL:

To assess students' decision making in a low-risk situation.

TIME REQUIRED:

30 to 40 minutes

MATERIALS NEEDED: Clay for each student, cover for desk, Student Workbook

INTRODUCTION:

Be observant of students that have a difficult time making decisions about what to do.

TRAINING PROCEDURES:

1. Place three rules on the board.
    a. Keep the clay on your desk.
    b. Share with your neighbor quietly.
    c. Return the clay in a ball when time is up.
2. Distribute the clay.
3. Enjoy the students and their creations by talking with them, commenting on their work and making something yourself that you share with them.
4. At the end of time, allow students to share publicly their creations. (Workbook, Item 4)

5. Ask students to mold the clay into a ball. (Workbook, Item 5)

6. Ask students to write answers in Workbook, to three questions in Item 6 while you pick up the clay.

7. Have them discuss difficulty, if any, they had in making decisions about what to do with the clay.

8. Discuss one-by-one the three items they answered in their Workbook, Item 6.

EVALUATION:

Determine the extent to which students were able to discuss their activity in a relaxed manner and verbalize how they made decisions on the use of the clay.

Activity 8.2
A FIXED CHOICE GAME

GOALS:

1. To help encourage self-evaluation and choice selections.
2. To develop the knowledge that no right or wrong answers exists to many situations.

TIME REQUIRED: 20 to 25 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Before class, the leader makes up a list of comparative statements for students to choose between. Suggestions of items are as follows:

An apple or an onion?
A VW or a Cadillac?
A daisy or a rose?
A song or a shout?
A laugh or a cry?
A lion or a lamb?
A train or a plane?
An air conditioner or a fan?

This list can be adapted to help students discriminate or focus on future learning concepts.

The game question is as follows: "Are you more like (a) ________ ________ or (b) ________ ?"

The leader should be tolerant of any reason for choices. Also, the leader would allow a student to be with a group without knowing exactly why the student made that choice.

Movement can cause the class to relax and be noisy. If that will be a problem, the leader can keep students seated and at the signal students indicate their choices by raising their left hands for "A" and right hands for "B." Discussion could be with a close neighbor or on a volunteer basis with the whole class.

TRAINING PROCEDURES:

1. Ask the class to stand up and form a line through the middle of the room. Then explain that as you give choices, they are to move to either side of the room to indicate their choice for each one. (Workbook, Item 1)
2. Read the first two items from which they are to choose and ask them to move to the "A" or "B" side of the room. If a student can not choose, he or she may pass by remaining in the row in the center of the room.
3. While standing in the two groups, have them tell why they are more like "A" than "B" or vice versa.
4. Have them return to the row in center of room, give another forced choice item as in Procedure 2, and repeat Procedure 3. Continue until you believe students have gained a bases for discussion of decision making.
5. Have them to write answers to Items 3a, b, and c in the Workbook.
6. Discuss in groups answers to questions in Items 3a, b, and c.
7. Discuss the concept of risk in decision making. (Workbook, Item 5)
8. Discuss the role of personal goals and values in decision making. (Workbook, Item 6)

EVALUATION:

Note any barriers to decision making, and evaluate how comfortable students were when talking about their decisions.

Activity 8.3
DECISION POINT

GOAL:

To help students make better decisions through understanding that a decision involves making a choice between two or more things.

TIME REQUIRED:

15 to 20 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

In order for people to make decisions in life, they need opportunities to practice in decision making, in understanding that they have choices, and in appreciating that some decisions are more difficult to make than others.

TRAINING PROCEDURES:

1. Explain to students that a decision point occurs when they have to make a choice between two or among more than two things.

2. Encourage students to think about and discuss decisions they have had to make in a day, Workbook, Item 2. Begin by asking the students what decisions they made that morning when they wake up (what to have for breakfast, what to wear, where to sit on the bus).

3. Discuss that sometimes decisions are made for us by others (such as parents) and have them give examples of decisions that are made for them, why, and by whom. (Workbook, Item 3)

4. Involve the students in an experiment, Workbook, Item 4. Explain that the students will be given two choices,

and after making their choice, they will go and stand in the corner of their choice. Possible choices are?

   a. MacDonalds or Show Biz Pizza
   b. Six Flags or Zoo
   c. Chocolate cake or jello pudding
   d. Hot summer day or cold snowy day

5. Explain to the students that none of the students were right or wrong in their choice. Emphasize that people make many decisions based on likes and dislikes, past experiences, and beliefs.

6. Discuss as a group their choices, how they made them, and how their personal goals and values entered into the decisions. (Workbook, Item 5)

EVALUATION:

1. Students will be able to understand their bases for making decisions.

2. Students will understand that choice is involved in decision making and doing so involves risk taking.

Activity 8.4
PREDICTING CONSEQUENCES

GOALS:

1. To help students understand that actions often have consequences.
2. To help students understand the thinking process involved in predicting consequences.

TIME REQUIRED:

20 to 25 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

If people understand the consequences for their actions, then they can think before acting. Help students brainstorm consequences so they can make better decisions.

TRAINING PROCEDURES:

1. Explain that consequences are what happen after we do something. Stress to the students that if we can make a good guess about consequences before we decide what we are going to do, we will be happier with our choices. (Workbook, Item 1)
2. Ask the students to list all the consequences they can think of to each of decisions listed in Workbook, Item 2. Encourage students to think of as many consequences to each situation listed as they can.
3. Discuss as a group answers to each decision in Item 2 and help students understand how looking at consequences can help in making a decision. (Workbook, Item 3)

4. Have them write what they learned about thinking about and listing possible consequences before making decisions. (Workbook, Item 4)

EVALUATION:

1. Students will be able to understand consequences.

2. Students will be able to associate consequences with decisions.

3. Students will be able to predict consequences of their decisions.

Activity 8.5
CHOICES

GOAL:

To help students understand values.

TIME REQUIRED:

20 to 25 minutes

MATERIALS NEEDED: Student Workbook

INTRODUCTION:

Students need to be able to identify their own values. By understanding and feeling comfortable with their values, students will build a feeling of self-worth. Students need to understand that everyone has choices and their values will affect the choices they make. Students need to realize that everyone's values are different. Students should be asked to discuss how their values affect themselves, their friends, and their families.

TRAINING PROCEDURES:

1. Define the term "value" and give examples of different values. Emphasize that all people have their own individual values. Certain cultures and communities stress particular values. Have students help in defining the term. (Workbook, Item 1)

   Examples: Values could be family religion, friends, sports. Things that are important.

2. Discuss how values affect the choices we make. Put examples of values on the board. Students may suggest how the value matches to an appropriate behavior.

3. Have students complete the sheet entitled "What Do I Value?" in Workbook, Item 3.

4. Group students in small groups based on their first choices. If some groups are too small, use some second choices.

5. Have them discuss their reasons behind their choices and to point out how choices may have been the same but reasons were different. Emphasize how these differences are the bases for differences in people and what they may value.

6. Have students to discuss the following one-by-one:

    a. Have you learned something about yourself?

    b. What are values?

    c. What are your individual values?

    d. Everyone has different values and varying opinions and how we can show respect for others in their values.

    e. What are some values on which most people in the country can agree?

HOMEWORK:

Assign for the next class a thinking and writing assignment. Each student will need to write a real-life situation which required making a choice. Students may explain what values were shown that affected their choice and what positive and negative consequences might occur from the choice made. Space is provided in the Workbook for the homework. Collect homework and give written feedback.

EVALUATION:

Students will be able to state some important values and to understand how these effects their lives. This will be assessed by the discussion and written assignment.

Activity 8.6
FINDING WORDS TO EXPRESS VALUE

GOAL:

To help students familiarize themselves with words that could be examples of their values.

TIME REQUIRED:

20 to 25 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

This is a fun activity and may be assigned as homework with Activity 8.5

TRAINING PROCEDURES:

1. Have the students work on the worksheet for "Finding Words to Express Value." (Workbook, Item 1)
2. Ask them to brainstorm other words that represent values. (Workbook, Item 2)

EVALUATION:

Observe to what extent students can have fun while looking for value words and their ability to think of other values.

Activity 8.7
MAKING DECISIONS

GOAL:

To help students understand that their values influence their decisions.

TIME REQUIRED:

30 to 35 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Students need to learn how to make their own decisions. Students first must realize that they already do make many decisions each day. If students realize this, they will be able to understand the concept of decision making. As students' understanding of decision making increases, they will learn that each person has personal values which influence his or her decisions. Students will be asked to give examples of decisions they make each day and the values behind these decisions.

TRAINING PROCEDURES

1. Introduce the idea that all people make decisions each day of their lives. Ask students what decision they have made already today. Suggest some examples of these decisions-making behaviors (how to get out of bed, what to wear, what to have for breakfast, and where to sit on the bus). Discuss with students the fact that people make hundreds of decisions every day.
2. Ask students to complete the "Typical Decision" sheet. (Workbook, Item 2)
3. Have students to discuss difficulties in decisions such as some requiring thought, study, and investigation while others seem to be almost automatic. Have them discuss their feelings. (Workbook, Item 3)

4. Have students to complete Workbook, Item 4. To do so discuss with the students some values they might have. Ask student if they could give some examples of their own values. What beliefs or values are important to each student? For example, if health is important to a student, what kind of decisions would they make about smoking or eating habits? If honesty is important to a student, ask what kind of decisions they may make?

EVALUATION:

1. Students will be able to understand how their values influence their decision.

2. Be aware of students who do not understand how to make a decision. These students might not have learned how to or whether or not they can hold values or opinions. This might be due to low self-esteem.

3. Be aware of students who misbehave during the lesson. These students might be too immature to understand their own beliefs and values. Work with those students individually until this concept is clear.

Activity 8.8
DECISION MAKING

GOAL:

To help students learn a model for decision making.

TIME REQUIRED:

30 to 35 minutes

MATERIALS NEEDED: Student Workbook

INTRODUCTION:

Students often make decisions based on what they believe and feel rather than analyzing and evaluating the possible alternatives, identifying consequences from each, and then making the best choice. This lesson will enable the students to look at four steps in the decision making process.

TRAINING PROCEDURES:

1. Discuss with students the first five step process needed in making a decision: Steps are listed in Workbook, Item 1.

    a. State the problem clearly.

    b. Search for alternatives.

    c. List pros and cons (consequences) for each alternative.

    d. Choose the best alternative after weighing and analyzing probably consequences for each alternative.

    e. Check the decision out with a trusted adult.

2. Discuss the following decisions that may have to be made in the course of a day with the students. Lead the students through all five steps for the decision making process. Emphasize to the students that they need not work through all five steps for decisions considered easy. (Workbook, Item 2)

   a. What to wear.

   b. Whether to talk to your friend on the playground before school or to study a little more for your social studies test.

   c. Whether to cheat on a test for which you are not prepared, or to do the best you can on your own.

   d. Whether to ride the bus home or walk with friends.

   e. What to bring to school for lunch.

   f. Whether to give your book report today to try to get out of it until tomorrow.

   g. Whether to go to a friend's party Saturday night or go to a baseball game with Dad.

   h. Whether to volunteer to show your report card to your parents or wait until they ask.

   i. Whether or not to tell your friend some unpleasant gossip that you have heard.

   j. Whether or not to share your cookies with your friend at lunch.

3. Read aloud the story in this book entitled "What Should Randy Do?", and discuss the following questions with the students: (Workbook, Item 3)

   a. State Randy's problem clearly.

b. What alternative actions could Randy take (ways to approach Mom, someone else that could be asked to help)?

c. List the pros and cons of each alternative.

d. Choose the alternative that seems best.

e. Have students choose an adult with whom to "check out" his or her decision.

Evaluation:

Students will be able to demonstrate the steps in decision-making by practicing on the given examples and discussing the steps from the story.

WHAT SHOULD RANDY DO?

Randy stared at the floor. His ears felt hot enough to burn holes in his head, but his mother talked on and on. " . . . So that's what I'm here about," she was saying to the teacher. "Something just has to be done about the way that big bully Tommy picks on my little Randy."

"I didn't realize Randy had any problems, Mrs. Hamilton. He's never complained to me . . . . ."

Mrs. Hamilton waved one hand impatiently. "Randy's just too sweet to complain about anything. The other kids could knock out all his teeth before he'd tell on anyone. But I think it's a shame that somebody like Tommy gets away with abusing a child as small as Randy."

Randy squirmed. He was sure that most of the kids in the room could hear his mother talking. He wished he could crawl through the floor. Randy thought to himself, "Tommy didn't pick on me. Sometimes Tommy was a little rough, but he's never hurt me on purpose. The two of us have had fun together, and if I get a couple of bruises now and then, what of it? Everybody got hurt occasionally, but nobody else's mother came to talk to the teacher about it."

Miss Shelley turned to Randy. "How do you feel about it, Randy?"

Randy mumbled. "Tommy and I . . . . we . . . . we get along okay . . . ."

"Get along!". his mother interrupted. "How about the shirt I just mended? it seems as though every time you play with Tommy you come home with your clothes torn. And Tommy was the one who knocked your front tooth loose, remember?"

"Awe, Mom, I ran into him. I told you that."

"Well, I want something done." Mrs. Hamilton stood up. "I'm not going to stand for having my Randy beaten up again."

Randy cringed. It had been like this last year and the year before. His mother always found something to complain about to the teacher. The kids razzed him about how she carried on, and yet she paid no attention to him when he told her he'd rather look out for himself. What should Randy do?

Activity 8.9
RELATING VALUES TO DECISIONS

GOAL:

To help students understand reasons behind decisions they have made.

TIME REQUIRED: 20 to 25 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Students should have already gone through some decision making. It is important for students to understand why they chose the decision they have made. If students begin to realize this, they will be able to judge if they are satisfied or dissatisfied with their decisions. This will help students become more open and acceptable to changing decisions that are not agreeable with their own values. By understanding one's own actions through one's own decisions, this puts a responsibility on each individual. This process of evaluating and judging decisions is the beginning of self-awareness, which facilitates self-growth. Students will be asked to give examples of important decisions they have made and the reasoning behind those decisions.

TRAINING PROCEDURES:

1. Explain to the students and have them enter into a discussion of why it is so important that they understand why they make certain decisions. Explain that each person is responsible for the consequences of his or her decision.

2. Ask students to write in Workbook, Item 2, what values are (i.e., beliefs that are important to you learned from family, friends, school, and church). Explain to students that many choices and decisions are based on their values.

3. Ask students to review values they identified in Activity 8.5 on the sheet entitled "What Do I Value?" and have them list in Workbook, Item 3, any other values they have.

4. Ask students to complete Item 4 in their Workbook on an important decision they have made and what values helped them come up with this decision. Example of values include (honesty-cheating, stealing; health-smoking, drinking).

5. Ask for volunteers to share some important decisions.

6. Ask other students to guess the values they feel are important to the student who has just shared his or her important decision.

EVALUATION:

Students will understand that values impact their choices and decisions.

Activity 8.10

RECOGNIZING GOALS AND RESPONSIBILITIES

GOAL:

To understand that goals have values to them.

TIME REQUIRED: 30 to 35 minutes

MATERIALS NEEDED: Student Workbook

INTRODUCTION:

Students need to be able to recognize goals and responsibilities that they have to meet every day, the importance of those goals, and how those goals and responsibilities have value to them and to others.

TRAINING PROCEDURES:

1. Have students to define the term "responsibility" in Workbook, Item 1, and then elicit responses to be sure students understand the meaning of the term.
2. Have students to define the term "goals" in Workbook, Item 2, and then elicit responses to be sure students understand the meaning of this term.
3. Ask students to write in Workbook, Item 3, two goals they have at school (e.g., good grades, good behavior, winning awards) and two goals at home (e.g., cleaning room regularly, taking care of pet, helping with the dishes).
4. Discuss how students are responsible for achieving those goals listed in Item 3 and what students can do to reach their goals.
5. Discuss the values of these goals to students, parents, or teachers and how they are dependent upon students to reach those goals. (Workbook, Item 5)

EVALUATION:

Students will be able to understand that goals also have values behind them.

Activity 8.11
WISH UPON A STAR

GOAL:

To help students understand that once they have set a goal then decisions must be made about how to achieve the goal.

TIME REQUIRED: 30 to 35 minutes

MATERIALS NEEDED: Student Workbook

INTRODUCTION:

We all have dreams and fantasies. Goals are things we want to accomplish and once having set that goal then decisions will be needed to help achieve the goal.

TRAINING PROCEDURES:

1. Ask students to brainstorm goals that they would like to have come true within the next year.
2. Have them write the most important goal in the middle of the star in the Workbook. See example.
3. Ask them to decide which values they have that are connected to their goal and place those values in the points of the star. Not all points need to be filled.
4. Ask them to think of decisions that possibly will be needed to help achieve the goal and then attach those decisions to the points of the star. A model and an example are provided in the Workbook.
5. Have students to think about and then write steps they have taken this past week or will take this next week to help achieve the goal. (Workbook, Item 5)

EVALUATION:

Determine whether or not students understand the relationships among goals (dreams that are worth the effort), values they have or will need to acquire if the goal is to be achieved, possible decisions that will be needed to achieve the goal, and steps (changes or actions) that will be necessary to fulfill each decision.

Activity 8.12
ONCE UPON A TIME

GOALS:

1. To help students understand the concept of change.
2. To help students understand that changes might impact current goals.

TIME REQUIRED: 30 to 35 minutes

MATERIALS NEEDED: Student Workbook

INTRODUCTION:

After students have made a decision and set goals, it is still important to actually make some changes from one behavior to another. This activity will help them understand the concept of change.

TRAINING PROCEDURES:

1. Have the students think of ways they have changed from yesterday to today, from last year to this year, and so forth.
2. After two or three minutes, have them share the things they remembered in Item 1.
3. Have students write how they feel about change, Workbook, Item 3, and then share with the group.
4. Ask them to complete Item 4 in Workbook where they list experiences that have caused them to change.
5. Discuss how those experiences listed in Item 4 have caused them to change.
6. Have them complete Item 6 in Workbook where they list two or three of the most important changes that have occurred in their lives so far.

7. Discuss how these changes have impacted goals.

8. Remind them of the homework which is to complete a poem. To help them, complete this "Once, But Now" poem yourself and share it with the group.

ONCE, BUT NOW

Once I felt

But now I feel

Once I thought

But now I'm sure

Once I wondered

But now I know

Once I couldn't

But now I can

Once I was

But now I am

Once I wanted

But now I have

Once I wished for

But now I wish

(The poem needs not to rhyme.)

EVALUATION:

Determine to what extent students understand ways they have changed and are able to verbally list them. Determine to what extent students understand the impact of change on goals.

Activity 8.13
MEMORY LINE

GOAL:

To help students visualize how they have changed from one age to another.

TIME REQUIRED: 30 to 35 minutes

MATERIALS NEEDED: Student Workbook, large poster paper (suggested, not required), pencils, crayons, and magic markers.

TRAINING PROCEDURES:

1. Share and discuss poem from previous meeting.
2. Ask students to think about significant memories from past years in their lives.
3. Have them describe those memories in words or pictures and compare them to the present as shown in the Workbook, Item 3.

   Alternate Procedure: Have them do their drawing on large poster paper, color where appropriate, and then attach to the wall or place on floor for others to see.
4. Have them share their memories and art and discuss how the changes took place.
5. Have them write some summary statements about changes and then share with the group.

HOMEWORK:

Ask them to write a situation about which they are going to be making a decision soon. This will be bases of next Activity in the group.

NOTE TO TRAINER:

This exercise may be too sensitive for some students that have experienced a great deal of trauma in their life. Give students the right to pass. Others may need counseilng if the activity triggers significant feelings.

EVALUATION:

Determine from art work, discussions, and summary statements to what extent students have become aware of changes in their lives and understand that they have changed their behavior from time to time.

Activity 8.14
PUTTING DECISION MAKING INTO ACTION

GOAL:

To have students practice making effective decisions with others.

TIME REQUIRED: 30 to 60 minutes

MATERIAL NEEDED: Student Workbook

INTRODUCTION:

Decision making has many components. Some of them are values, understanding consequences, setting goals, and making changes.

TRAINING PROCEDURES:

1. Ask students to bring to class, in written form, one decision they are trying to make. This is the Homework from Activity 8.13.
2. Have them work in groups of threes. One person will play the helper, one person will play the helpee, and one person the observer.
3. Review with them the skills they will be using. These are listed in Workbook, Item 3. In so doing, the skills that have been taught can be reviewed.
4. Review the 5-steps process in decision-making which the helpee will need to do with the helper's assistance. Skills for doing that are listed in Workbook, Item 3.
5. Have them role-play with the helpee using the situation he or she listed in Homework for Activity 8.13.

6. Move from group to group and provide assistance as the role-playing is occurring.

7. Have the observer to give feedback. To be most constructive to both—helpee and helper—have the observer to provide feedback in regard to the 5-steps as listed in Workbook, Item 3.

8. Have them switch roles and repeat the role-playing but using the new helpee's situation.

9. Repeat Procedure 8.

10. Discuss as a group

    —what occurred,

    —how one person can help another,

    —additional things each needs to practice, and

    —some personal values each might need to explore more so as to be of greater assistance to others.

EVALUATION:

By moving from group to group during the role playing, determine to what extent students are able to apply skills and able to move from skill to skill and select appropriate ones as the interview (help process) continues.

By the discussion at the end (Procedure 10) determine whether or not students are gaining insights into what they can do to help others and at the same time recognizing some short comings, limitations, and need to practice more.

Activity 8.15
GOAL SETTING

GOAL:

To help students learn to set achievable goals.

TIME REQUIRED: Approximately 60 minutes

MATERIALS NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Tell the group about the importance of setting clear goals that are stated in ways that will insure success. Explain to them that this activity will teach them how to set goals and that this method can be used for as long as they live.

2. Prior to the goal setting activity, use an experience that will trigger a goal setting response. For example, the "Things I Love to Do" is a favorite preliminary activity for goal setting. Have the students list, as quickly as they can, twenty things (or 10, depending on the age of the group) they love to do. (Workbook, Item 2)

3. Have them identify relative cost, whether done by Mother or Father or both, and how recently they did each. (Workbook, Item 3)

4. Ask them to review their list and write summary statements about things they love to do. (Workbook, Item 4)

5. Ask them to think about goals that could be easily related to what they love to do. Discuss these as a group.

6. Ask them to turn to the "Goal Setting" sheet and after reviewing the example in the Workbook, Item 6, write a goal on the "Goal Setting" sheet. Stress that having set a goal at first will encourage the setting of more difficult but achievable goals later.

EVALUATION:

Students will be able to set goals they can achieve.

MODULE 9

PUTTING PEER HELPING SKILLS INTO ACTION

The ninth module will help peer helpers understand their limits and guidelines for training related to projects they perform. This is very important as they begin to serve as peer helpers to enable them to understand their role and limits. Ongoing training and supervision is a vital part of the success of your peer helper training program. The projects need to be well-thought-out and supervised for it to go smoothly. In Part III are suggested some possible projects but these are not the only ones.

GOALS:

1. To understand the important aspects of training.
2. To help the peer helper develop individual guidelines to operate within the program.
3. To assist the peer helper in knowing limits.
4. To assist the peer helper in setting goals of a peer helper training program.

MATERIALS NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Be very clear concerning school and program rules.
2. Be very clear concerning the limits of their skills.
3. Be specific about approving projects that are within their skill level.

EVALUATION:

By the completion of Module 9, students should be able to understand issues such as confidentiality, supervision, and their own limits. They also will understand the kind of activities they can perform.

Activity 9.1
THINGS TO THINK ABOUT

GOAL:

To assist the student to learn the important issues involved in training.

TIME REQUIRED: 30 to 35 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Review the following issues as it is related to their setting: (Workbook, Item 1)
    a. Confidentiality—point out the issue of trust and that students should only discuss situations with you, the leader.
    b. Participation—regular attendance is involved in training and each peer helper must become involved and correctly practice skills taught.
    c. Time to practice—time in training should be set aside to practice.
    d. Supervision in the areas the peer helper is working. How will supervision take place?
2. Lead a discussion on issues listed in Procedure 1.
3. Read, share and discuss National Peer Helper Association Code of Ethics for Peer Helpers. (Copy is in the Student Workbook.)

EVALUATION:

Through discussion determine the extent that students are able to understand these issues and continue classroom discussion until they do understand.

Activity 9.2
GUIDELINES

GOALS:

To assist peer helpers to establish some individual guidelines as they operate in the peer helper program.

TRAINING PROCEDURES:

1. Give the students the "Peer Helping School Rules" they must follow and have them write the rules in Workbook, Item 1.

   Examples:

   a. Good citizen
   b. Drug free
   c. Your school rules
   d. Others (specify)

2. Give them specific "Peer Helping Requirements" that they must do in order to be active as a peer helper. Have them write these in Workbook, Item 2.

   Examples:

   a. Report child abuse
   b. Good attendance
   c. Others (specify)

3. As they operate within the program, develop "Specific Guidelines" that they should follow. (Some of these should be developed by the Peer Helper). Have them write "Specific Guidelines" for each of the following areas and write these in Workbook, Item 3.

   Examples:

   a. Confidentiality
   b. Participation
   c. Supervision

d. Adequate training
e. Project guidelines
f. Others (specify)

4. Have each student sign the contract (Workbook, Item 4) to to show their willingness

   Examples:

   a. to be a peer helper,
   b. to follow the rules and guidelines,
   c. to cooperate with you as the leader, and
   d. to adhere to N.P.H.A. ethics.

5. Meet with each student and discuss these rules and guidelines and their ethics and, if you are satisfied that the person will be a good peer helper, sign the contract to show your support and willingness to work with the person as a peer helper.

EVALUATION:

The student will agree to follow the Guidelines and have learned the skills to become a peer helper.

Activity 9.3
PEER HELPERS GUIDE FOR KNOWING LIMITS

GOAL:

To assist the peer helper in knowing limits as a peer helper.

TIME REQUIRED: 30 to 35 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Stress the concept of knowing limits and when to refer to you. Have students write what these various things mean. (Workbook, Item 1)

    a. Confidentiality

    b. Supervision

2. Discuss limits of peer helping—specific situations they should refer to the leader. (Workbook, Item 2)

    a. Possible suicide

    b. Students abusing alcohol or drugs

    c. Student being abused

    d. Student with serious emotional or learning problem

3. Discuss referral mechanisms in the setting and have them make a list. Also outline guidelines for using the source or person. (Workbook, Item 3)

Examples of referral people:

You as leader
School Counselor
Teachers (list only those who have said they will cooperate and accept referrals)
Principal
School Psychologist

4. Discuss conflict of interest and why peer helpers must not assist in such cases. Give illustrations and have student to list times or situations where conflict of interest may occur. Have them write these examples in their Workbook, Item 4.
5. Have them work in small groups to discuss each of the four situations in Workbook, Item 5. Have them write what they would do in each situation and why.
6. Discuss as a total group responses from small groups in Procedure 5.
7. Reinforce the notion that to refer to others when a situation is beyond our skill level is very important. Making a referral is an important part of helping. (Workbook, Item 7)

EVALUATION:

Based on the discussion of situations determine whether or not they understand their limits.

Activity 9.4
WHAT CAN I DO?

GOAL:

To understand the goals of the role of the peer helper.

TIME REQUIRED: 15 to 20 minutes

MATERIAL NEEDED: Student Workbook

TRAINING PROCEDURES:

1. Have students develop a list of projects they can perform. (Workbook, Item 1)
2. Review each item listed by each student and initial each one that you believe the person is presently qualified to do as a peer helper. (Workbook, Item 2)
3. Have them role-play some situations by placing them in small groups of three each—helper, helpee, and observer. Have them make their own situation or use one of the four in Activity 9.2, Item 4. (Workbook, Item 3)
4. Have them make a list of things they would like to do but they need additional training. (Workbook, Item 4)
5. Have students sign and date Activity 9.4 in Item 5.

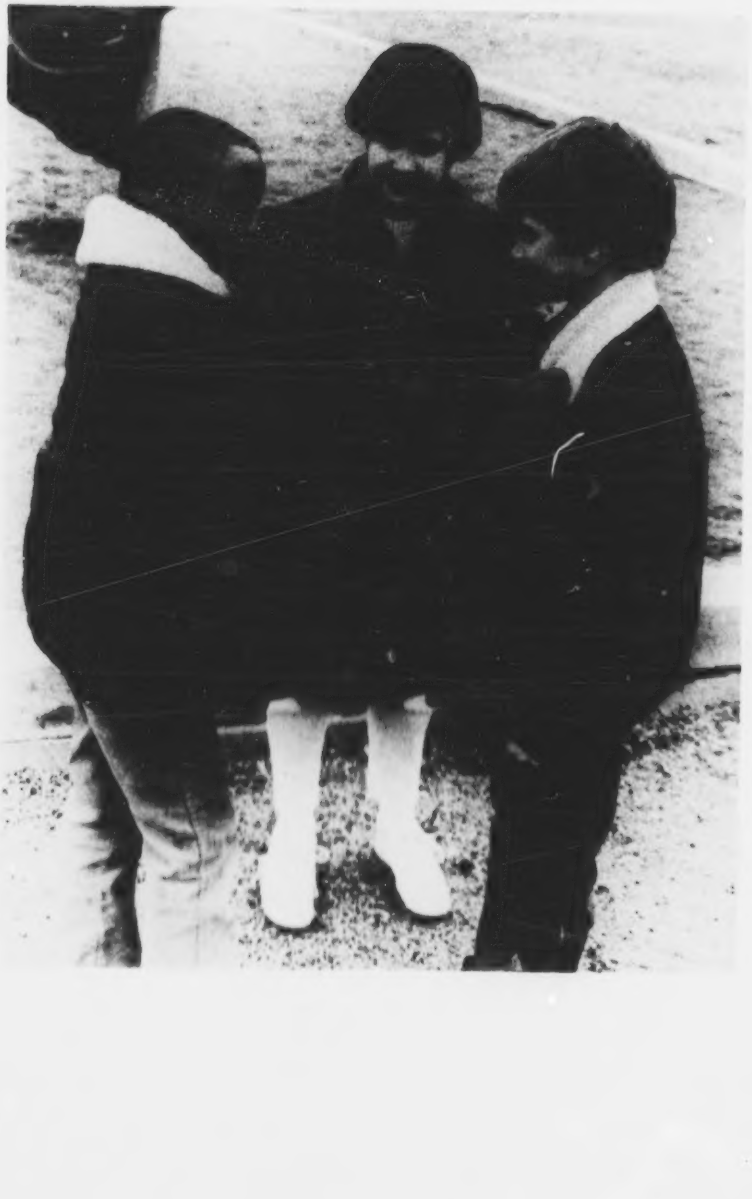
EVALUATION:

By reviewing the two lists—"What I Can Do" and "What I Would Like to Do But Need Additional Training" determine the extent to which students know their strengths and limits.

Part III

APPLICATION of SKILLS

Settings and Situations



INTRODUCTION TO APPLICATION OF SKILLS

Settings and Situations

When you have completed training your peer helpers in key helping skills, you will want to put their skills to good use. The following examples of applications are possible ways that peer helpers could be utilized in programs to help others. Before they start their particular application, they may need to review specific previous activities and modules.

They also need to spend time on supplementary activities. The "Application of Skills: Supplemental Activities" in the Student Workbook are clear and do not need corresponding leader directions. These supplemental activities may be used for more than one application.

The settings and situations listed in Part III of this book are brief summaries of existing places where preadolescent peer helpers are taking active roles. The ones listed are ***illustrative*** rather than comprehensive.

Remember that the peer helper needs to complete the total peer helper program before being placed into a peer helper position. Each program would need to be thought through and carefully developed with involvement of all persons—administrators, parents, peer helpers, and others—before actively engaging such a program. Then provide "refresher" training for the peer helpers when you and they can identify what is to be done specifically. In the illustrative programs included in Part III, these "refresher" activities and modules have been suggested.

> **SUMMER ALIVE** is the first example of an application skill. In this program peer helpers are utilized in an outdoor experience with at-risk students.
>
> **PEER SUPPORT GROUPS** are designed for peer helpers to be involved in identifying concerns in the school or church building and developing activities to deal with those concerns.

PEER MEDIATION is a program where students are given release time during the school day to mediate conflicts.

ELEMENTARY AIDE PROGRAM is designed to help peer helpers work on a one-to-one basis with other children to help with their academic skills or daily development concerns.

HEALTH CONSULTANT PROGRAM is designed to train young persons that are a little older to give small group lessons on a variety of issues such as smoking, drug abuse, sexuality, stress management, and peer pressure. Health departments in many communities already have classroom lessons developed for middle school pupils and upper grades to use with elementary school youth.

ELEMENTARY SADD program helps young persons focus on drug and alcohol prevention programs with the idea of building self-esteem and helping to deal with peer pressure.

PEER TUTORING application is one of the most valuable application of peer helping. Recent data indicates that students do develop academically with peer tutors.

SUCCESS BUILDING is a program that will help upper elementary and middle school youngsters before school, during advisory, or first hour organize their materials, study for test, and resolve conflicts.

These skills are just a few examples of what can be used to apply peer helping skills for pre-adolescent. We encourage you to be creative and devise your own application to fit the unique needs in your setting.

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Name Of Application: SUMMER ALIVE

GOAL:

To develop increased self-esteem through a peer-leadership experience.

SELECTION PROCESS:

Counselors and principals are asked to identify positive role models willing to work with other youngsters in a brief summer camping experience.

TRAINING PROCESS:

One day of training is suggested that would review the basic peer helping activities. The following activities to be emphasized can be found in Part I:

1. Knowing Each Other

    Module 1—Getting Acquainted

2. Key Helping Skills

    Module 4—Empathy Skills
    Module 5—Sending "I" Messages Skills
    Module 8—Decisions Making and Goal Setting Skills

DESCRIPTION OF THE PROGRAM:

A staff member trained in Stress Challenge and Outward Bound Activities can establish the self-esteem activities for the Summer Alive Program. At-risk students in grades K-8 can participate in this type of program. The peer helpers can function as co-leaders as the entire group participates in the outdoor activities. The curriculum for this program includes mild rope activities, self-concept activities, cooking experiences, and trust building activities. (Each camping experience was scheduled for one week for a morning. Parents were invited to attend on Friday afternoons for a cookout planned and implemented by the students.)

MATERIALS NEEDED:

Student Workbook Part I, basic cooking gear, ropes, parent permission slips, facilities for camping experiences, i.e., park, playground, or campground.

SUPERVISION OF PROGRAM:

During the one week of camping experience, the peer helpers meet twice with the staff member to process activities of the week and to discuss ways to encourage youngsters experiencing difficulties. Peer helpers were assigned specific strategies designed to help targeted young persons.

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Name of Application: PEER SUPPORT GROUPS

GOAL:

To help the school climate develop a supportive atmosphere and to build collegiate bonds among children.

SELECTION PROCESS:

Students are selected by counselors and principals and representation from all aspects of the school body is important.

TRAINING PROCESS:

Students review the following basic peer helping skills. Modules include the following:

1. Key Helping Skills

   Module 3—Caring Skills (Listening with your body)
   Module 5—Sending "I" Messages Skills
   Module 8—Decision Making and Goal Setting Skills

2. Application of Skills (Student Workbook, Part II)

AOS No.1—Making Initial Contact with Another
AOS No.2—Complimentary Yours
AOS No.3—Friends Forever
AOS No.10—Different Strokes for Different Folks

DESCRIPTION OF THE PROGRAM:

The peer helpers are identified by the building counselor and administrative staff. The identified pre-adolescents meet with the counselor and participate in the training and then identify one or two concerns within the school that need to be addressed, i.e., students who do not have friends or solving problems on the playground. The Peer Helpers then plan how they will impact the school and usually establish a program around this goal. Examples of school projects are the following: Peer helpers can work on the playground and encourage the student who does not have friends to get involved; they also can take responsibility for encouraging positive games on the playground and can invite those young people who are left out.

MATERIALS NEEDED: Student Workbook, Part I and Part II.

SUPERVISION OF PROGRAM:

Once the pre-adolescents are trained and they have decided on specific target groups, the leader will meet with them regularly for supervision and continual training.

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Name of Application: PEER MEDIATORS

GOAL:

To create an environment that has a problem solving climate.

SELECTION PROCESS:

Counselors and principals are asked to identify positive role models and young people who are able to assist others in solving conflict. An explanation is then given to those selected concerning their role in mediating conflict with students. At that point they may apply for the training.

TRAINING PROCESS:

Students are trained in key helping skills from Part II. They are then given specific guidelines for mediators. The following are suggested training materials to review:

1. Knowing Each Other

   Module 1—Getting Acquainted

2. Key Helping Skills

   Module 2—Helping Process Skills
   Module 3—Caring Skills (Listening with Your Body)
   Module 4—Empathy Skills
   Module 5—Sending "I" Messages Skills
   Module 6—Helpful Questioning Skills
   Module 7—Conflict Resolving Skills
   Module 8—Decision Making and Goal Setting Skills
   Module 9—Putting Peer Helping Skills into Action

3. Application of Skills (Student Workbook, Part II)

   AOS No.1—Making Initial Contact with Another
   AOS No.8—Behavioral Contracts
   AOS No.12—Peer Pressure Situations
   AOS No.9—Role-Playing Situations

DESCRIPTION OF THE PROGRAM:

The professional in charge of the peer mediators get referrals from students, teachers, and principals of students that are in conflict with one or more students. There may also be a group of students in conflict with another group of students. The professional meets with the students or individual in conflict to see if they would be willing to work with peer mediators and follow the rules. Rules, which are on the wall in the peer mediation room, also must be signed by those students in conflict. The rules are as follows:

1. Solve the conflict,
2. Do not interrupt while the other person is talking,
3. No physical fighting,
4. No derogitory names,
5. Speak directly to the Peer Mediators, and
6. All of the interaction is confidential.

Those students in conflict then meet with two peer mediators and one observer to solve the conflict. This generally takes from one to three meetings. The professional then needs to debrief with all parties in reference to the outcomes of the mediation. Those in conflict are learning skills to solve their problem rather than use of force.

MATERIAL NEEDED:

Student Workbook, Part I and Part II. Signed agreement for those in conflict.

SUPERVISION OF THE PROGRAM:

The school professional (counselor, teacher, principal) supervises the program and arranges the schedule for training. The supervisor also pulls peer mediators from class to try to resolve the problem the day it happens. The professional needs to make sure that the peer mediators are not pulled from the same class too often. Feedback sessions need to take place after each mediation.

~ ~ ~

Name of Application: ELEMENTARY AIDE PROGRAM

GOAL:

To provide a structured helping experience with peers related to both achievement needs and counseling.

SELECTION PROCESS:

Recruitment for this program comes from the counselor's office where an actual course can be established called the "life skills" or Elementary Aide. Descriptions of the course are written in the middle school student catalogue and posted in the guidance office. The counselor then interviews students for the program and gains their commitment to participate by helping others and relating those learnings to their own personal growth through assigned homework, keeping a journal, and doing their own behavioral contract.

TRAINING PROCESS:

The initial training helps the peer helpers learn the self helping skills. The training for this class is extensive and ongoing throughout the semester that the elementary aide works with younger children. The counselor establishes one hour per day for four days a week where the peer helper actually works with others in the classroom. One hour per week, the counselor meets with the students to work on the development of peer helping skills. Training modules to be reviewed include the following:

1. Key Helping SKills

   Module 2—Helping Process Skills
   Module 3—Caring Skills (Listening With Your Body)
   Module 4—Empathy Skills
   Module 5—Sending "I" Messages Skills
   Module 8—Decision Making and Goal Setting Skills

2. Application of Skills (Student Workbook, Part II)

   AOS No.1—Making Initial Contact With Another

AOS No.2—Complimentary Yours
AOS No.3—Friends Forever
AOS No.4—Pot of Gold
AOS No.5—Improving Study Skills
AOS No.8—Behavioral Contracts

DESCRIPTION OF THE PROGRAM:

This program is actually a daily class period where the students receive credit similar to what is done for the library aide or office aide in the school. The program can be supervised by a counselor or teacher. The peer helper works directly with other students in one-on-one relationship or groups under the direct supervision of a classroom teacher or counselor for four days a week. The peer helper meets with the leader one period a week in a practicum setting. The peer helpers are required to keep a weekly journal and to identify personal skills they hope to master through the use of a behavorial contract. They are given a grade for the course by their supervisor. A parent program is presented by the end of each course that features journals, skits about events in the class, and testimonials from the peer helpers about the significance of the program. Practical Art or Social Studies credit can be earned for this experience.

MATERIALS NEEDED:

Student Workbook Part 1 and Part 2 and a copy of the behavioral contract will be needed. Students will be expected to purchase their own journals or the supervisor can provide them.

SUPERVISION OF THE PROGRAM:

Weekly supervision of the program is provided by the classroom teacher or counselor.

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Name of Application: HEALTH CONSULTANT PROGRAM

GOAL:

To use preadolescent peer helpers to train elementary students in the areas of stress management, peer pressure, and positive health practices.

SELECTION PROCESS:

Preadolescents are identified by the counselor. They are paired up with elementary school students and work with them in small groups or with classrooms of students on preventive health practices.

TRAINING PROCESS:

The preadolescent are trained by the leaders with outside consultants from the County Health Department as a possible resource. They are given extensive training in the basic helping skills. Practice with role-playing is extensive. They then, in turn, assist the elementary and middle school counselor in training both middle school peers and elementary school peers. The modules to be emphasized are as follows:

1. Key Helping Skills

   Module 2—Helping Process Skills
   Module 3—Caring Skills (Listening With Your Body)
   Module 4—Empathy Skills
   Module 5—Sending "I" Messages Skills
   Module 8—Decision Making and Goal Setting Skills

2. Application of Skills (Student Workbook, Part II)

   AOS NO.8—Behavioral Contracts
   AOS No.9—Role-Playing Situations
   AOS NO.12—Peer Pressure Situations
   AOS NO.13—Peer Pressure and Drugs and Alcohol

DESCRIPTION OF THE PROGRAM:

Preadolescent students are trained by the building counselor in basic peer helping techniques. They also are taught positive health practices and techniques in stress management. These selected preadolescent students then are brought to elementary and middle schools to plan a lesson in a classroom, i.e., role playing peer pressure reversal. Middle School Students also can team teach this class together with preadolescent peer helpers taking a major role in the classroom guidance activity.

MATERIALS NEEDED:

Student Workbook Parts I and II with classroom guidance activities in the areas of peer pressure reversal and role playing.

SUPERVISION OF THE PROGRAM:

The middle school counselor or elementary counselor supervises the program and arranges the schedule of classroom visitation. The elementary school counselor or teacher works jointly with the middle school students to make sure the lessons are well planned and organized. Feedback sessions take place after the lessons are completed.

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Name of Application: ELEMENTARY SADD (Students Against Drunk Driving)

GOAL:

To develop peer relationships that foster limited or no drinking.

SELECTION PROCESS:

The counselor and principal announce through classrooms that this organization will be forming and encourage students to join. Parent permission forms are sent home.

Teachers recommend students to be the peer helpers who are then trained by the counselor.

TRAINING PROCESS:

Review training is recommended that would include the following:

1. Key Helping Skills

   Module 4—Empathy Skills
   Module 5—Sending "I" Messages Skills
   Module 8—Decision-Making and Goal Setting Skills

2. Application of Skills, Student Workbook, Part II

   AOS No.1—Making Initial Contact with Another
   AOS No.2—Complimentary Yours
   AOS No.3—Friends Forever
   AOS No.4—Pot of Gold
   AOS No.8—Behavior Contract
   AOS No.9—Role-Playing Situations
   AOS No.10—Different Strokes for Different Folks
   AOS No.11—The Real Underdog
   AOS No.12—Peer Pressure Situations
   AOS No.13—Peer Pressure and Drugs and Alcohol

DESCRIPTION OF THE PROGRAM:

The SADD Program in elementary or middle school can run for the entire year. The selection and training process usually occurs during the months of September and October with monthly meeting taking place beginning in November. The counselor meets with the SADD group each month and focuses on peer-pressure reversal skills, self concept activities, and a parent presentation with posters and activities they have learned to avoid pressure from their peers. Peers can assist in the role playing activities and assist in the leadership of the self concept activities. Middle School peer helpers can assist with the organization of the elementary school SADD program. Middle School students can help with SADD retreats, projects, fund raisers and presentations. Field trips may be paid for through fund raisers.

MATERIALS NEEDED:

Student Workbook Parts I and II, paper, pencil, crayons, markers, scissors, and glue. Some food materials are needed in order for the students to prepare snacks. Materials may be obtained through fund raisers.

SUPERVISION OF PROGRAM:

The building counselor or teacher can supervise the program. Peer helpers meet with the counselor usually before each meeting for training and instructions.

* * *

Name of Application: PEER TUTORING

GOAL:

To establish a peer helping program to help students raise their achievement.

SELECTION PROCESS:

Teachers and counselors select students who are interested in helping others academically and seem to be viewed by their peers as willing helpers.

TRAINING PROCESS:

Basic training modules such as caring—listening with their body, empathy and especially goal setting are stressed so that students will be able to help define fairly clear objectives with other students. Peer helpers are also trained in the use of behavioral contracts. Modules to be reviewed would include:

1. Key Helping Skills

    Module 2—Helping Process Skills
    Module 3—Caring Skills (Listening with Your Body)
    Module 4—Empathy Skills
    Module 8—Decision Making and Goal Setting Skills

2. Application of Skills, Student Workbook, Part II

AOS No.4—Pot of Gold
AOS No.5—Improving Study Skills
AOS No.6—How to Listen in Class
AOS No.7—Study Ideas

DESCRIPTION OF THE PROGRAM:

Peer tutors are selected and are provided some released time to tutor students both in their own class and in other classes. Some programs can be held after school for one hour where students who are behind can work on their homework with a peer helper. Before school programs also can be effective.

MATERIALS NEEDED:

The only materials needed are paper, pencil, and calculators for checking math problems. For more in-depth curriculum for Peer Tutoring refer to Dr. Elizabeth Foster, *Tutoring: Learning By Helping*, Educational Media

~ ~ ~

Name of Application: SUCCESS BUILDING

GOAL:

To develop a peer helping program to help the preadolescent organize materials, resolve conflicts, prepare academically, and be ready to learn for the school day.

SELECTION PROCESS:

Peer helpers are selected by counselors, teachers and administrators. These peer helpers need to be role models in organization skills and conflict management.

TRAINING PROCESS:

Students are trained in basic peer helping skills. They also are trained in organization of materials and conflict resolution. Training modules to be reviewed include the following:

1. Key Helping Skills

    Module 4—Empathy Skills
    Module 5—Sending "I" Messages Skills
    Module 6—Helpful Questioning Skills
    Module 7—Conflict Resolving Skills

2. Application of Skills, Student Workbook, Part II

    AOS No.5—Improving Study Skills
    AOS No.6—How to Listen in Class
    AOS No.7—Study Ideas
    AOS No.8—Behavior Contracts

DESCRIPTION OF THE PROGRAM:

This program can be run for one hour before school or during the first period of the school day or advisory. One counselor or teacher plus three to five peer helpers staff. Peer helpers are trained in a brief retreat setting. The program is explained to teachers. Parents provide the transportation to the program. During the first hours peer helpers can help other students organize their notebooks. If conflict has occurred, these are worked through with mediation skills. (See Module 7, Resolving Conflict Skills.) Tests are also studied for during that time. Students' assignments and work flow are monitored daily.

MATERIALS NEEDED:

Student Workbook, Parts I and Parts II

SUPERVISION OF PROGRAM:

Once these students are trained, the supervisor will meet with the peer helpers regularly to discuss student program and learn additional skills.

APPENDICES

APPENDIX A

ELEMENTARY (4 thru 6) NEEDS ASSESSMENT

Look at the items below and ask yourself, "With which of these do I need help?" Circle the numbers at the front of the ones with which you do need help. Leave unmarked the ones with which you do not need help.

A. EXPLORING CAREERS

I need help:

1. To know about different jobs in my community.
2. To know about good work habits.
3. To know why people work.
4. To know that people need to work together.
5. To know some things I like to do.

B. UNDERSTANDING AND ACCEPTING MYSELF

I need help:

6. To understand and identify a wide variety of feelings.
7. To know how to express those thoughts and feelings that are important to me.
8. To know how to handle my problems or where to get help.
9. To understand my strengths and talents.
10. To understand and like myself.

C. UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

I need help:

11. To know how to work and play with everyone in an activity.

12. To know that both boys and girls can do any classroom job.

D. MAKING DECISIONS

I need help:

13. To know that I can make choices.

14. To know how to come up with many possible choices to settle a problem.

15. To know how to look at the consequences of my decisions and change bad ones.

16. To know how to accept responsibility for my decisions.

E. UNDERSTANDING AND GETTING ALONG WITH OTHERS

I need help:

17. To know how to make and keep friends.

18. To understand that all people are not alike.

19. To know how to get along with both boys and girls.

20. To know how to ask parents, teachers and other adults for help without tattling.

F. IMPROVING STUDY AND BASIC LEARNING SKILLS

I need help:

21. To know how to get ready for class.

22. To know how to listen.

23. To know how to ask questions.

24. To know how to start and finish my work.

G. KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

I need help:

25. To know what drugs are and what they can do to people.

26. To know how to say "NO" to people who try to get me to use drugs and alcohol.

27. To know how to deal with the consequences of saying "NO" to my friends.

28. To know whom to tell to get help.

H. LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

I need help.

29. To know where to go to get help when I have a problem concerning my school.

30. To know what will be expected of me in my school.

I. LEARNING HOW TO USE LEISURE TIME

I need help:

31. To know about different hobbies, sports, and activities.

32. To know what I like to do for fun.

J. PLANNING FOR SCHOOL

I need help:

33. To know what is expected of me in the next grade.

34. To know how to make choices at school that fit my likes and dislikes.

35. To know that learning math, reading, and science are used in job and daily living.

K. LEARNING ABOUT FAMILY RESPONSIBILITIES

I need help:

36. To know how to get along with my parents, step-parents, or guardians.

37. To know how to get along with my brothers or sisters, step brothers, or step sisters.

38. To know how to find help when my family has problems such as moving, divorce, death, or unemployment.

39. To know how to help with family responsibilities.

40. To know what can cause problems in families.

APPENDIX B

PEER HELPING PROGRAM CONFLICT RESOLUTION PROJECT

School District No.1

RATIONALE:

The student needs assessment administered to students in grades four through six indicated that over 60% of the students are involved in conflict situations at school that they perceive as interfering with their learning. During the past three years, office referrals have increased by 20%. The District Pupil Personnel Advisory Committee, after studying the data, has established conflict resolution as the number one priority for the school.

GOAL:

The broad goal of the program will be to train a corps of peer helpers who will assist teachers and administrators in preventing and reducing conflict during recess, at lunch, and during other unstructured time.

OBJECTIVES:

1. By June of the current school year, office referrals due to conflict situations will be reduced by 30%.
2. By June of the current school year, no more than 30% of the students will report conflict situations interfering with their learning as measured by the needs assessment.

ACTIVITIES AND DESCRIPTION OF THE PROGRAM:

A pilot project will take place at Smith Elementary School where a group of ten peer helpers will be selected by teachers and the building principal. These peer helpers will participate in a twenty-hour training program that includes conflict resolution and basic helping skills. The peer helpers will have on-going supervision and training once a week by the building counselor who will function as the supervisor of the program. Peer helpers will be given assigned areas to help deal with conflicts with other students. Some of the activities with which they will be involved are as follows:

1. initiating appropriate games
2. helping to include isolates
3. rechanneling the aggressive student through positive activity
4. effective listening
5. encouraging peer-pressure reversal skills with other students
6. role modeling
7. assisting in problem-solving in conflict situations

TIME LINE:

Proposal Development	April-May
Board Approval	June
Program Planning	July-August
Public Relations activities	September-May
Selection	September
Training	October-November
Implementation	November-May
Evaluation	May

COST BENEFIT ANALYSIS

ITEM	YEAR 1	YEAR 2
Capital Outlay	$1,000	$1,000
Equipment and Supplies	2,000	2,000
Personnel		
Summer Curriculum Writing	500	500
Transportation	0	0
Other:		
Peer Counseling Conference for Supervisor	800	800
Total	$4,300	$4,300

APPENDIX C

NATIONAL PEER HELPERS ASSOCIATION CODE OF ETHICS* FOR PEER HELPERS

Peer Helpers shall be people of personal integrity. As a minimum, the NPHA believes the peer helpers Code of Ethics shall contain the following and be evidenced by a commitment to and pursuit of:

1. A philosophy which upholds peer helping as an effective way to address the needs and conditions of people.
2. The individual's right to dignity, self-development, and self-direction.
3. Supervision and support from professional staff while involved in the program.
4. The development of a nurturing personality which:
    - Reflects a positive role model and healthy lifestyle (i.e., development and observation of a set of norms which guide behavior while in the program).
    - Rejects the pursuit of personal power, elitist status, or gain at the expense of others.
    - Strives to exemplify the peer helping philosophy in all life situations.
5. Maintenance of confidentiality of information imparted during the course of program-related activities.

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* A Code of ethics is an agreement among those who commit to the program as to the norms which shall guide their behavior during their involvement in the program.

While confidentiality is the norm, certain exceptions shall be referred immediately to the professional staff. These exceptions include the following:

- Situations involving real or potential danger to the safety or well-being of the peer helper, helpee, or others.

- Child abuse, sexual abuse, and other situations involving legal requirements of disclosure.

- Severe family dysfunction, psychotic behavior, extreme drug or alcohol abuse, and any other problems beyond the experience and expertise of the peer helper.

6. Personal Safety

Peer helpers must recognize, report, and know techniques to deal with potential threats to their emotional or physical well-being.

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APPENDIX D

PROGRAMMATIC STANDARDS NATIONAL PEER HELPERS ASSOCIATION

The National Peer Helpers Association believes the following standards are essential for any quality peer program:

I. PROGRAM START-UP

A. PLANNING

Prior to program implementation, careful planning should be conducted to address such issues as the following:

1. Rationale: There is a clear and compelling rationale for the development of the program; frequently, this is accomplished through conducting a formal or informal needs assessment in the setting in which the program is to be implemented.
2. Purpose: The purpose of the program derives logically from its rationale, and is typically summarized in a formal mission statement.
3. Goals and Objectives: Programmatic goals and objectives are
    a. reflective of the rationale and purpose of the program; and
    b. clear, realistic, and achievable.
4. Procedures: The procedures and activities through which programmatic goals are to be accomplished are laid out in clear and systematic fashion.

5. Compliance: The program is planned and implemented in a manner consistent with local, state, and national guidelines for programmatic standards and ethics (see NPHA Code of Ethics for Peer Helpers and Peer Helping Professionals).

B. COMMITMENT

The program should enjoy not simply the permission, but the active commitment and involvement of those to solicit and maintain its services. Such commitment is reflected particularly in the following areas:

1. Tangible evidence of a high level of administrative, staff, and community support; in many cases, this includes the formation of a program advisory committee. Committee members may or may not be directly involved in program implementation, but they provide valuable input to program staff, and help to maximize a sense of program ownership.

2. Sufficient financial and logistical support for effective program implementation; such support includes the provision of necessary curricular and training resources.

C. STAFFING

Program staff should possess appropriate background, training, and characteristics to enable them to carry out their responsibilities in an effective manner. Among professional staff who work directly with peer helpers, the following skills are essential:

1. Strong positive rapport with the population from which the peer helpers are selected.

2. Educational and practical experience that is relevant to the nature and goals of the program.

3. Understanding of, and commitment to, fundamental principles of peer helping; this includes a readiness to maximize the level of programmatic ownership and involvement on the part of the peer helpers themselves.

4. Close familiarity with the setting in which the program is to be implemented.

5. Clear grasp of program needs and goals, and ability to articulate effectively the nature and purpose of the program to peer helpers, other staff, the sponsoring agency, and the broader community.

6. Recognition of the importance of serving as a positive role model, both personally and professionally.

7. Familiarity with different learning styles and teaching strategies, including both experiential and didactic approaches.

8. Ability to work effectively with groups.

9. Mastery of concepts and skills necessary for effective training and supervision of peer helpers.

10. Sufficient time and energy in order to be able to carry out programmatic responsibilities.

D. ORGANIZATIONAL STRUCTURE

The Program should be organized and structured in a logical and consistent manner that provides clear lines of authority, responsibility, and communication; and is reflective of the nature and purpose of the program.

II. PROGRAM IMPLEMENTATION

A. SCREENING AND SELECTION

The program should employ a clear, systematic, and careful procedure for the screening and selection of peer helpers. Typically, this procedure includes the following:

1. Establishing appropriate criteria as to the characteristics being sought among prospective peer helpers. Among those characteristics are helpfulness, trustworthiness, concern for others, ability to listen, and potential to serve as a positive role model.

2. Conducting a formal or informal survey in the program setting, in order to determine which individuals are felt to possess the desired characteristics.

3. Making application to the program, soliciting recommendations from others in the program setting, and structuring an interview with program staff.

   Programs may differ as to whether final selection of peer helpers should occur prior to or after peer helping training. But in either case, the selection process should be guided by the following criteria:

   a. Demonstration of appropriate helping characteristics and skills.

   b. Evidence of emotional security.

   c. Understanding of the type(s) of services to be provided.

   d. Commitment to and availability for the provision of those services.

e. Ability to be reflective of and sensitive to the characteristics of the population to be served.

f. Manageability of the size of the group selected, in order to ensure quality training and supervision.

B. TRAINING

Once peer helpers have been selected, they should be provided with quality training in the knowledge and skills they will need to be effective in the peer helping role. The training program that is implemented should be reflective of the nature and goals of the program; should take into account the age, needs and characteristics of the population to be served; should utilize appropriate curricular resources and training strategies; and should be consistent with local, state, and national guidelines on ethics and standards. Trainees should commit to participate in all aspects of training, and to maximize opportunities for both skill development and personal growth. Finally, training should be viewed as an ongoing process, one which is never truly completed.

While specific features of training may vary somewhat from program to program, the following elements are characteristic of effective peer helping training models:

1 Role of the Peer Helper

Training in the peer helping role includes, but may not be limited to, the following:

a. Program orientation.

b. Characteristics of the helper (caring, acceptance, genuineness, understanding, trustworthiness).

c. Self-awareness.

d. Positive role modeling; maintaining a healthy lifestyle.

e. Avoidance of temptation to offer advice, propose solutions, or impose values.

f. Positive listening skills.

g. Recognition of limitations.

h. Development of individual and group trust.

i. Creation of a support system of peer helpers for each other, as well as for helpees.

j. Development of code of ethics and standards of behavior.

2. Confidentiality/Liability Issues

While communications between peer helpers and helpees are typically confidential, there are two important exceptions to this general rule:

a. Potential threats to the personal safety or well-being of the peer helper, helpee, or others;

b. Situations or problems beyond the personal experience level or expertise of peer helpers.

It is an essential component of any peer helping training program that peer helpers know how to recognize such situations, are aware of their limitations and responsibilities, and have ready access to professional staff and appropriate referral resources.

3. Communication Skills

a. Basic principles of verbal and of nonverbal communication.

   b. Active listening skills (attending, empathizing, etc.).

   c. Facilitative responding (questioning, clarifying, summarizing, etc.).

4. Problem-Solving/Decision-Making Strategies

   Steps in principled decision-making (identifying the problem; brainstorming alternatives; predicting consequences; carrying out action plan; evaluating results).

5. Additional Issues and Topics

   Depending upon the nature and goals of particular programs, additional specialized training may be provided in areas such as the following:

   a. Basic concepts of human behavior. While not expected to function as amateur therapists, peer helpers should have some degree of familiarity with concepts such as the following:

      (1) The role of motivational and reinforcement factors in behavior.

      (2) Sociocultural influences and differences.

      (3) Individual and group dynamics.

   b. Group facilitation techniques.

   c. Peer tutoring strategies.

   d. Crisis management.

   e. Conflict resolution.

   f. Special needs populations.

g. Telephone "hotline" management.

h. Specific problems areas (substance abuse, dropouts, depression and suicide, teen pregnancy, child abuse, sexually transmitted diseases, gangs and cults, family relations, etc.)

i. Knowledge of referral resources, services, and programs.

C. SERVICE DELIVERY

Subsequent to training, peer helpers should be provided with structured opportunities to engage in a variety of meaningful, productive helping roles within the program setting. The peer helping services which are provided should:

1. Be consistent with and reflective of program goals.
2. Enable peer helpers to apply the knowledge and skills they have acquired during training.
3. Enhance the personal growth and positive development of peer helpers and helpees alike.
4. Recognize and accommodate the need for ongoing opportunities for continued learning and training.
5. Establish safeguards to protect peer helpers from burnout, role confusion, inappropriate assignments, or manipulation.

D. SUPERVISION

Once peer helpers have begun to provide services, it is imperative that they receive regular, ongoing supervision from program staff. In addition to regularly-scheduled sessions, staff should be available to provide supplemental supervision and support as needed. Major goals of supervision include the following:

1. Enable program staff to monitor program-related activities and services.
2. Enhance the effectiveness and personal growth of peer helpers.
3. Encourage peer helpers to share with, learn from, and support each other in the performance of their helping roles.

III. PROGRAM MAINTENANCE

Once the program has been established, program staff should take steps to ensure its continued survival, improvement, and success. These steps include the following:

A. EVALUATION

In order to document program-related activities and services, to assess the impact of the program with reference to its goals, and to provide grounds for future revision, the program should develop and implement a formal evaluation plan. The evaluation plan typically includes two components:

1. Formative Evaluation

   Formative evaluation provides an accurate picture of what happened in connection with the program. Formative data includes information in such areas as number of peer helpers and helpees involved; program staffing and organization; selection procedures; nature and extent of training; amount and types of services provided; and other program-related activities.

2. Summative Evaluation

Summative evaluation determines the degree to which the program has been successful in achieving its goals, and typically assesses the impact of program participation upon both peer helpers and those who have received program services. Such assessment can be qualitative (questionnaires, opinion surveys, etc.) and/or can employ "hard" quantitative indices of program impact. In a school-based program, for example, summative evaluation might assess impact in such areas as student attitudes or behavior, grade point average, absenteeism and dropout rates, or incidence of disciplinary referrals.

Both formative and summative evaluation data should be utilitized by program staff in a periodic effort to determine whether and how the program needs to be revised for future improvement.

B. PUBLIC RELATIONS

Program staff should make a concerted, ongoing effort to keep those in the program setting, as well as interested individuals and organizations in the broader community, well-informed about the program, and supportive of its goals. Techniques for strengthening programmatic public relations might include production of a program brochure or newsletter; maintenance of media contacts; involvement of community representatives in training or program services; and community outreach projects.

C. LONG-RANGE PLANNING

Program staff should engage in long-range planning to ensure that in the future, the program does not die, but rather becomes stronger and more firmly integrated within the program setting as time goes by. Key factors to consider include the following:

1. Staffing: It is important that the success of the program not be dependent upon the particular person, or personality, who happens to be coordinating it at any given time. In this regard, a sense of program ownership should be maximized through such strategies as the formation of a program advisory committee, and there should always be at least one individual within the program setting who is prepared to assume coordination responsibilities in the event of staffing changes.

2. Funding: The program should (a) have a secure and consistent funding base, and/or (b) have contingency plans to provide for continued operation in the event of reduced or nonexistent funding.

3. Peer Ownership: The program should strive to maximize the level of ownership and involvement on the part of the peer helpers themselves; if peers feel directly responsible for the success and survival of the program, they are unlikely to allow it to perish.

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APPENDIX E

PROGRAMMATIC STANDARDS NATIONAL PEER HELPERS ASSOCIATION CHECKLIST FOR A PEER HELPER PROGRAM

I. PROGRAM START-UP

A. Planning

____ Rationale
____ Purpose
____ Goals and Objectives
____ Procedures
____ Compliance

B. Commitment

____ Program Advisory Committee
____ Administrative Support
____ Financial Support
____ Resources

C. Staffing

____ Positive rapport with population to be helped
____ Experience with and knowledge of program needs and goals
____ Knowledge of fundamental principles of peer helping
____ Positive public relations links
____ Positive role model to various publics
____ Knowledge of different teaching/learning skills
____ Ability to teach didactic and experiential lessons
____ Ability to work with groups
____ Participation in an on-going training program

____ Skills necessary for supervision
____ Time to train, plan, evaluate, and supervise

D. Organizational Structure

____ Clear lines of authority, responsibility, and communication
____ Structure congruent with program purposes

II. PROGRAM IMPLEMENTATION

A. Screening and Selection

____ Establish appropriate criteria
____ Seek prospective peer helpers who are helpful, trustworthy, concerned for others, good listeners, and positive role models
____ Develop and distribute criteria to potential applicants who represent the population that they serve
____ Apply to the program in a formal way
____ Solicit recommendations
____ Structure Interview
____ Demonstrate appropriate helping characteristics and skills
____ Ensure emotional security
____ Understand services provided
____ Commit to the provision of services
____ Be sensitive to population being served

B. Training

____ Role of the peer helper
____ Confidentiality—Liability Issue
____ Listening and Communication skills
____ Problem Solving/Decision Making Strategies
____ Additional issues and topics
____ Represents nature and goals of a particular program

C. Service Delivery

____ Appropriate variety of meaningful, productive helping roles within the program setting

D. Supervision

____ On-going regular supervision

III. MAINTENANCE

A. Evaluation

____ Formative Evaluation
____ Summative Evaluation

B. Public Relations

____ Well-informed community
____ Program brochure or newsletter
____ Media contacts
____ Community involvement in training or program services
____ Community outreach projects

C. Long-range Planning

____ Staffing
____ Funding
____ Peer ownership

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Dr. Tindall has written numerous articles concerning communication skills, effective guidance practices, substance abuse, stress management, wellness, teambuilding, leadership training, and eating disorders. She has edited journals on Peer Counseling. She has authored *Peer Power Applying Peer Helping Skills, Book 2, Peer Counseling: An In-depth Look at Training Peer Helpers*, and co-authored *Peer Power: Becoming an Effective Peer Helper, Book 1*. Research projects include communication skills training, self-concept development, group work, social problem solving, peer counseling, stress, wellness, and substance abuse. Her doctoral dissertation was "The Effectiveness of a Wellness Program: Coping with Stress in Schools." She has designed assessment instruments and evaluation materials for the Wellness Program.

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SHIRLEY J. SALMON-WHITE
Psychologist, Administrator, Consultant, Author

SHIRLEY J. SALMON-WHITE, Psychologist, Administrator, Consultant, Author

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Dr. Salmon-White received her Bachelor and Master's Degrees from the University of Missouri at Kansas City, and her Ph.D. from Indiana State University. She is currently working on her superintendent's license at Southern Illinois University Edwardsville. She is currently living in St. Louis County with her three children, Amie, Scott, and Shannon.

Peer Helpers Can

- . . . . learn helping skills
- . . . . be a special friend to others
- . . . . become an effective helper
- . . . . share with others
- . . . . show they care

SKILLS

- Getting acquainted
  (Learning to trust through helping)
- Helping process
- Caring: Listing with your body
- Empathy
- "I" message
- Helpful questioning
- Conflict resolving
- Decision making and goal setting
- Putting peer helping into action

9 781559 590075
ISBN 1-55959-007-6

LCN: 89-81011

Accelerated Development In
Publishers
3400 Kilgore Avenue
Muncie, IN 47304-4896
(317) 284-7511

PEERS HELPING PEERS

Program for the Preadolescent

Student Workbook

Judith A. Tindall, Ph.D.   Shirley Salmon-White, Ph.D.

PEERS HELPING PEERS
Program For The Preadolescent

STUDENT WORKBOOK

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ACCELERATED DEVELOPMENT Inc., PUBLISHERS
Muncie, Indiana

PEERS HELPING PEERS
Program for the Preadolescent
Student Workbook

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1 2 3 4 5 6 7 8 9 10

Printed in the United States of America

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Technical Development: Teresa Araque
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LCN: 90-80478

ISBN: 1-55959-010-6

Order additional copies from:

ACCELERATED DEVELOPMENT INC.
Publishers
3400 Kilgore Avenue, Muncie, IN 47304
Toll Free Order Number 1-800-222-1166

DEDICATION

To our families who have given us the time to share our experiences and knowledge with you. Thank you to our children, Jarrett, Lamont, Amie, Scott, Shannon, and our husbands, Arburn and Dan.

LETTER TO PEER HELPER

Dear Future Peer Helper:

We are pleased that you have decided to learn Peer Helping skills. The skills you will be learning will help you get along better with your friends and family. They also will help you be a more effective peer helper.

First, getting acquainted with other students in your group is important. If you know each other, learning the skills will be more fun. The important step is understanding how to help. All of us have mistaken ideas concerning helping. Hopefully, this section will clear these mistaken ideas.

Listening with your body shows caring and tells other persons that you are with them, you are tuned into them, and you care about them. Your eyes, body posture, and tone of voice all communicate a message.

Listening completely involves accurately hearing the other person's meaning or feelings. To be able to hear another person's feelings you must learn about your own feelings. This is called empathy.

Sending "I" messages is a key skill that will help you express your own feelings and the impact of another person's behavior on you. This is the skill of being assertive. At times, people will need to be confronted and the "I" message will facilitate that.

Helpful questioning is another key basic skill that will facilitate discussion and learning about another person.

At times you will find yourself in conflicts with your friends and family. Conflict resolution skills are important to use as you reduce the conflict between you and another person. The skill is also helpful as you try to help others reduce conflict.

Decision making and goal setting can be good for you to learn and help others.

Next, as you begin to put your skills into action, you must be concerned about several issues such as confidentiality, supervision, practice, school rules, and peer helping guidelines.

To help you keep tract of all you have learned, please write your thoughts and feelings in your workbook as you progress in your training. These thoughts and feelings can be a reaction to the actiities, how this has affected you, your family, and friends.

Once you have learned key helping skills, you are ready to apply the skills through tutoring, being a special friend, a helper, a playground friend, mediator, conflict resolver, or a helper in other ways. As you learn how to apply your skills, you are "truly" ready to help others. We want to wish you luck as you start on your journey to becoming a peer helper.

Judith A. Tindall

Dr. Judith A. Tindall

Shirley Salmon-White

Dr. Shirley Salmon-White

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PART I

LEARNING ACTIVITIES

INTRODUCTORY COMMENTS TO THE STUDENT

You are about to start a program that will help you get along better with yourself, your family, and classmates. You will learn about yourself and how to help others. We believe that the skills you learn will help you in your role as a peer helper and later in life as a worker, parent, and friend. We believe that a friend is the first person with whom someone talks when he or she has a concern; therefore, for peers to talk with peers is natural.

These activities you are starting to experience are different than other activities you do at school in that you will be asked to be involved completely and you will be asked to share about yourself and to practice certain skills.

These activities will help you understand how you can help others, how you can let someone else know you are really listening, and how you can help others resolve disagreements and conflicts that they are having. These skills can be used one-on-one with a friend or with a special friend your supervisor has asked you to help in some way. These skills also can be used on the playground, lunchroom, and other areas.

Peer helper training is more than the kind of learning where you sit and listen to a teacher. When each new skill is presented, you will be asked to practice the skill and also do homework. Your leader will demonstrate many of the skills to you before you are asked to do them. You also will receive feedback on the skills from your leader or teacher.

One of the experiences that help you grow is writing daily about your learning and how this applies to your daily life. Please use the space provided in your workbook to write your thoughts and feelings.

To learn the skills you must be actively involved in the activity. We encourage you to become serious about the training. How much you learn depends on you. We want you to look ahead and imagine an exciting fun time in learning human relationship skills. You will find that these skills will help you in many ways for the rest of your life.

Throughout your training you will have an opportunity to hear others share ideas, beliefs, and basic information. You will be able to observe skills as they are demonstrated and practiced. Yes, you will become involved in a very active-interactive means with your leader and your peer helpers who are in training. The basic concepts of tell, show, and involve apply to good learning and helping.

TELL ME

and maybe I'll remember.

SHOW ME

and maybe I'll understand.

INVOLVE ME

and I'll learn, I'll change.

MODULE 1
GETTING ACQUAINTED

GETTING ACQUAINTED

The following activities will help you learn about yourself and others in your peer helping group. The activities help you and other peer helpers know things about each other that only our closest friends and family know. As a result, you will be better able to learn skills in other modules in this book.

Name ______________________________

Date ______________ Hour ______________

Activity 1.1
WARM UP TO GETTING ACQUAINTED

GOAL:

To get to know other peer helpers.

DIRECTIONS:

1. Name the color that most describes you.

   Example: I am the color blue.

   Your color: ______________________________

2. Tell why this color is you.

   Example: I am the color blue like a mountain lake because my outer self is warm but deep in me is coldness.

   I am the color ______________________ because ______________________

   ____

3. Tell what form you created with your color.

   Example: I am a wrinkled, blue ball.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

Activity 1.2
GETTING ACQUAINTED

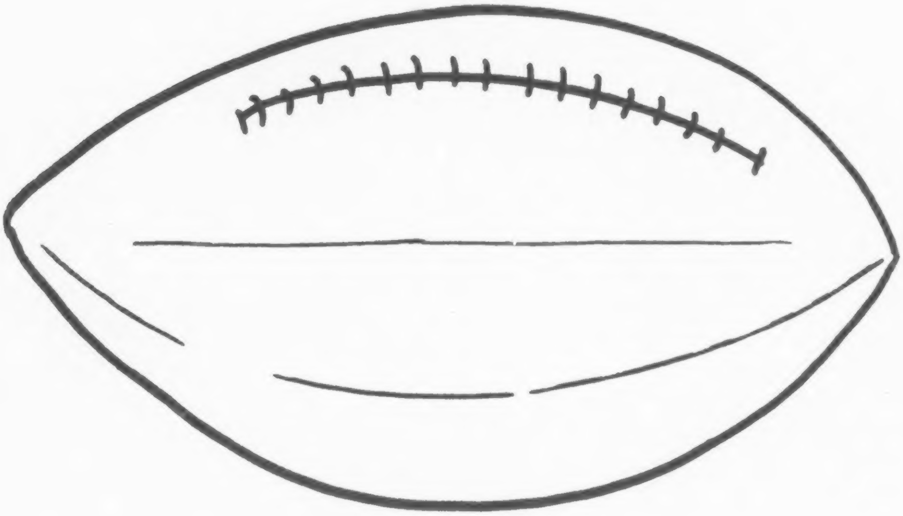
GOAL:

To help you develop a personal relationship with other peer helpers.

DIRECTIONS FOR "NAME TAG" ACTIVITY:

1. Cut your name tag into a shape that you like.
2. Draw a symbol or picture on your name tag that tells something special about you.

   Example: Name tag cut in form of football and then name added plus lines to make the name tag resemble a football.



3. Select a partner and see if your partner can guess the meaning of your symbol in the picture.
4. Introduce your partner to the group saying
   a. your partner's name,
   b. explaining the picture or symbol, and
   c. anything else you learned about your partner as a person.

DIRECTIONS FOR "DRAWING ABOUT YOU" ACTIVITY:

1. Divide a sheet of paper into four parts.
2. Draw something that is very important to you in each part.

Example:

Part 1—family

Part 2—Computer

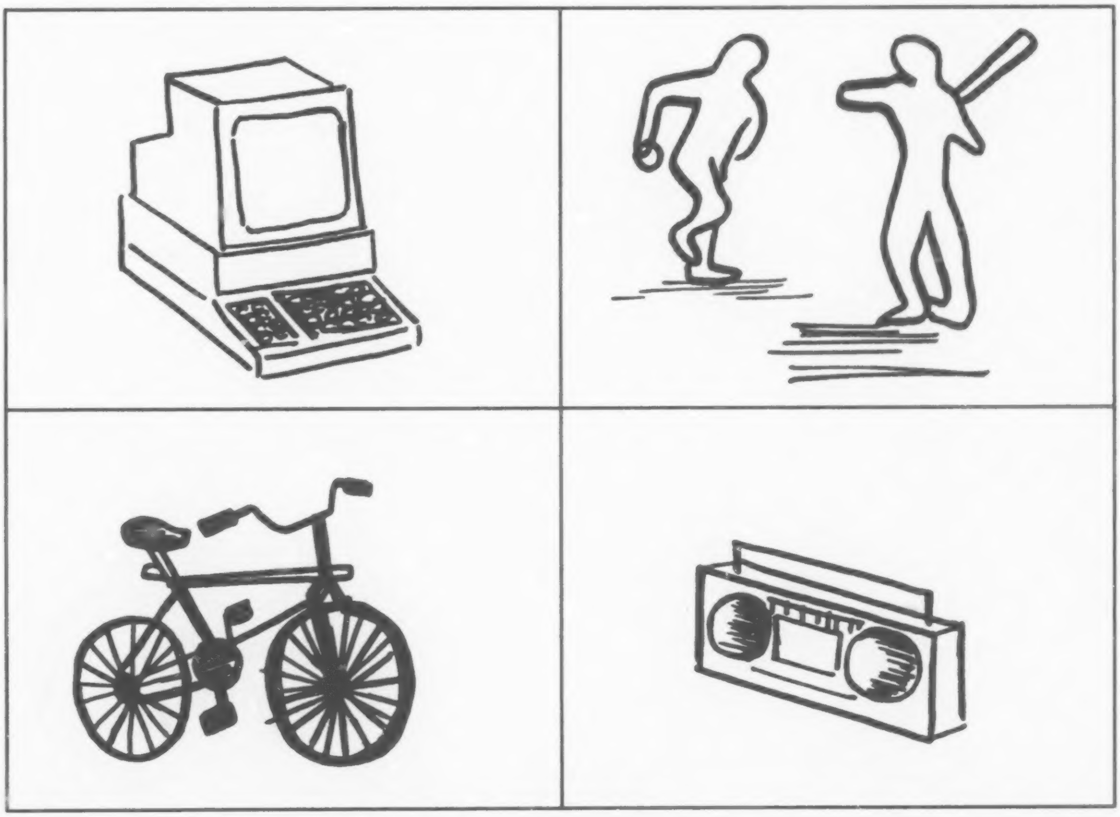
Part 3—Person Working in woods

Part 4—Radio

3. Find a partner and share your drawing with the partner and what it means.

Examples:

I have a brother and a mom and I love to play on computers. I also like to play ball and ride my bike. My favorite way to relax is listening to rock music.



4. Listen carefully to your partner and then share your partner's drawing with the group.

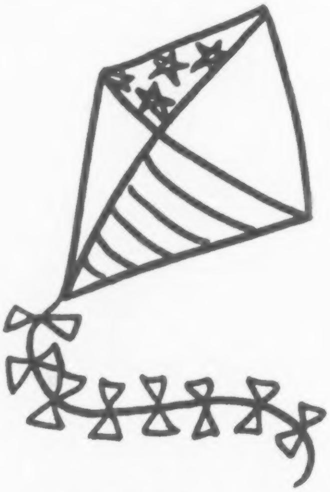
DIRECTIONS FOR "NAME GAME" ACTIVITY:

1. Listen to your leader give directions for you to participate in this activity as a volunteer or as a listener.
2. Say your name and tell something about yourself.

   Example: I am Shirley and I love listening to music.
3. When you finish, throw the imaginary ball to someone else.
4. Listen to each person so you know his or her name.

DIRECTIONS for "I AM A PERSON WHO WANTS TO BE A PERSON WHO. . ." ACTIVITY:

1. Write some goals you have for changing yourself during the next few months.
2. Use construction paper to make a kite.
3. Draw or cut out pictures or symbols that describe yourself as you are now. Place these on one side of the kite.
4. On the other side of kite, write, draw, or cut out pictures or symbols that show what your goals are or what you want you to be sometime in the future.
5. Show your kite to your partner and have your partner show his or her kite to you.
6. Introduce each other's kite to the rest of the group.



DIRECTIONS for "I AM. . . AND THAT'S . . ." ACTIVITY:

1. Help your group form into a circle.
2. Proceed by giving information about yourself as requested by your leader.

Name ______________________________
Date ______________ Hour ____________

Activity 1.3
BRAG BAG

GOAL:

To build positive self-esteem.

DIRECTIONS:

1. Follow instructions given by your leader as your play the "Brag Bag" game.
2. Write how you felt as you shared good things about yourself.
3. After playing "brag bag" with the group, complete the sentences in your own "bag" below.

BRAG BAG

Name ______________________________

I'm really good at ______________________________
____

I'm terrific when I ______________________________
____

I like my self because ______________________________
____

I do a good job at ______________________________
____

I'm a good friend because ______________________________
____

I'm getting better at ______________________________
____

Activity 1.4
CREATING A GREAT GROUP

GOAL:

To set group rules for a great group.

DIRECTIONS:

1. Learn the six "Peer Helping Group Rules"
   a. One person talks at a time.
   b. We listen carefully to the person talking.
   c. We help each other talk openly about our feelings.
   d. We all set weekly goals.
   e. We compliment each other when we show progress.
   f. We keep all group talk to ourselves.
2. Are there any other rules that will help make the group a success? Write them here.

   ____

   ____

   ____

   ____

   ____
3. Sign your name if you will follow these rules when your training starts.

   ____

Name ______________________________

Date ______________ Hour ______________

Activity 1.5
PEAK EXPERIENCE IN AND/OR OUTSIDE OF SCHOOL

GOAL:

To share peak experiences with the group.

INFORMATION:

A peak experience is something you did that made you feel great, made you feel good about yourself and might be one of the happiest experiences of your life.

DIRECTIONS:

1. Discuss with leader's direction about peak experiences.
2. Move into groups of 5 or 6 persons and share a peak experience you have had. Remember the "Peer Helper Group Rules." As the peak experiences are shared, have one member to record what is said.

   Example: A peak experience for me was dancing.

3. Have the recorder share some of the peak experiences with the total group.

HOMEWORK:

1. For the next week, write your peak experience for each day.

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

2. Summarize what makes a peak experience for you?

Example: A peak experience for me usually involves an experience with my friends.

Name ______________________

Date ____________ Hour ____________

Activity 1.6
WE ALL HAVE HAD SUCCESS

GOAL:

To be able to show our successes to others.

DIRECTIONS:

1. Discuss as a group Homework, Item 2, from Activity 1.5.
2. Discuss as a group the meanings and examples of success.
3. When asked by your leader to do so, please complete the following:
   a. Record a success you have had in school this last week.

   ____

   ____

   ____

   b. Record a success you would like to have in the next week in school.

   ____

   ____

   ____

HOMEWORK:

1. Keep a record of your successes during this next week. Use the space provided below the example. You will need to think about what the "payoff" of the success is to you as well.

   Example:

WEEKLY SUCCESS RECORD

Date	My Success	Payoff
1.		
2.		
3.		
4.		
5.		
6.		
7.		

A success I would like to have is ____

____

I can use others' help by ____

____

2. At the end of the week, review your seven successes and note how much progress you are making both as a peer helper and as a person!
3. Write how you might use the help of others for your successes.
4. Be prepared to submit your homework to your leader during the next meeting.

Name ______________________________

Date ______________ Hour ______________

Activity 1.7
WHAT WORRIES ME THE MOST

GOAL:

To build group trust.

DIRECTIONS:

1. Close your eyes and think about something that worries or upsets you. Make sure this is something that you feel comfortable sharing with the group.
2. Record your worry here:

   Example: I worry about making friends.

   I worry most about ______________________________

   ____

   ____

3. Think about something you can do to make your worry go away.

   Example: My worry: I worry about making good grades in school.

   What I can do: I will talk with my teacher or counselor about learning better study habits.

   My Worry: ______________________________

   ____

   What I can do: ______________________________

   ____

4. Share under your leader's directions some worries of others and how those people could obtain help.

Activity 1.8
SELF COMMERCIAL

GOAL:

To build self-esteem.

DIRECTIONS:

1. Think about all the neat things about you.
2. Make a list of the neat things about you.

____

____

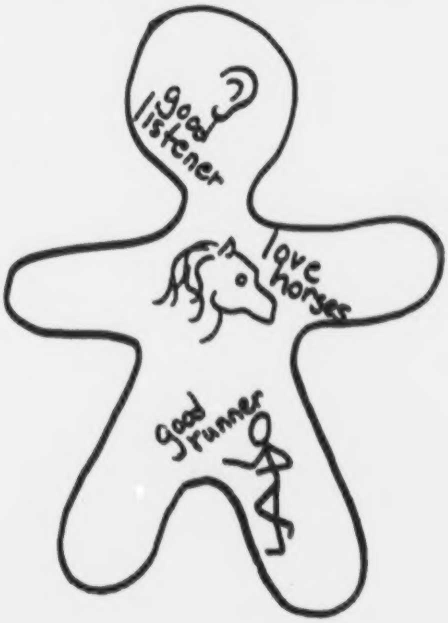
____

3. Begin to gather pictures from magazines, newspapers, and other material that you can use to make a commercial about your strong points.

____

4. Think about a design, a shape, for your background and how you might paste your pictures to fill up the shape. You may write or draw in your commercial.
5. Sketch an initial idea of your design and what might be located on it.

Example:



6. Your leader will tell you how to proceed.

Name ______________________________

Date ______________ Hour ______________

Activity 1.9
BODY TRACING

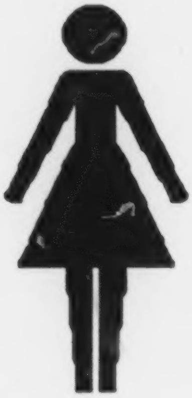
GOAL:

To build self-esteem.

DIRECTIONS:

1. Move into small groups of three persons.
2. Tape paper on the wall, have one person hold a light, have one person standing facing the paper and between the paper and light, and have the third person trace the silhouette.

   An example may look like this.



3. Cut out your partner. Use paint, crayon or marker and complete your picture.

   On the back of this sheet sketch your silhouette and try out your coloring before you do it on the large silhouette.

4. If asked to do so by your leader, think about something nice about each member in your group. Be ready to write that nice comment on the body tracing.

SKETCH OF MY SILHOUETTE

Use this space to sketch your silhouette and to try out your coloring proposal before you color the silhouette made in Directions No.2.

Name ____________________

Date ____________ Hour ____________

Activity 1.10
SHARING TOPICS

GOAL:

To learn to share on a personal level.

DIRECTIONS:

1. Think about the following three questions. Answer them honestly and write your answers. Be ready to share with others. Write the best thing that happened to you or that you did

   Last week. ____________________

   Over the weekend. ____________________

   Yesterday. ____________________

2. Draw a magic box of any shape or size in which you are going to have those things that would make you happy. Space is provided on the back of this sheet for you to draw your magic box and complete Direction No.3.

3. Write or draw in that box a few of those things that would make you extremely happy.

4. Write here about a time when you made someone happy.

5. Suppose that your parents had just told you that you were only going to be in this city for one more year.

   a. What would you do differently? ____________________

   b. How would you change your life? ____________________

   c. Share and discuss your responses with other members.

MAGIC BOX AND CONTENTS

DIRECTIONS: Follow directions, No. 2 and 3 from preceding page.

Name ____________________

Date ____________ Hour ____________

Activity 1.11

SELF INVENTORY OF GETTING ALONG WITH OTHERS

GOAL:

To understand better my present way of getting along with others.

DIRECTIONS:

1. Listen to your leader explain each of the things on the "Self Inventory of Getting Along with Others". Copy is on the back of this sheet.
2. Rate yourself on each numbered entry.
3. Ask someone with whom you have good relationships to give you feedback on these skills.

HOMEWORK:

1. After completing Directions No. 2 and 3, complete the following:
   a. My strengths for getting along with others are

   b. My weaknesses for getting along with others are

   c. I need to change by

2. Discuss at the next session responses with the group.

SELF INVENTORY OF GETTING ALONG WITH OTHERS

Questions to Ask Myself	**The Extent to Which I Do**			
	Always	**Often**	**Sometimes**	**Never**
UNDERSTANDING HELPING:				
1. I understand what I can do to be helpful to another person.	____	____	____	____
2. I can say to others when I am tired and that I can't help them now.	____	____	____	____
3. I can explain to others what is meant by helping.	____	____	____	____
TRUST:				
4. When people tell me something, I can keep it to myself.	____	____	____	____
5. If I have to tell someone else, I tell the person first.	____	____	____	____
6. If I tell someone I will do something, I will do it.	____	____	____	____
CARING:				
7. I DO NOT put others down for things they do or say.	____	____	____	____
8. I try to have time to talk with others when they are troubled.	____	____	____	____
ACCEPTANCE:				
9. I try to show others they are OK just the way they are.	____	____	____	____
10. I try not to criticize others.	____	____	____	____

MODULE 2
HELPING PROCESS SKILLS

HELPING PROCESS SKILLS

Being helped by others and helping others can be one of the most rewarding things people can do. Each of us have an opportunity everyday to help classmates, friends, family, and neighbors. When others try to help us, they can either make us feel good or bad. What is it about some people and the way they help that makes us feel good, and why do some of the ways people try to help make us feel bad? For example, you are struggling with trying to understand your math homework and your older sister says, "Here, you'll never understand that . . . . I'll do it." Is this helping or not? Using the same example, let's say your older brother sits down with you and tries to understand your difficulty, works with you, and patiently helps you understand your math. Is this helping or not?

Effective helping involves a variety of skills that most people can learn with practice. You might be involved in a variety of settings where these skills can be helpful. Certain communication skills are important in any helping role. These skills include caring (listening with your body), empathy, sending "I" messages, helpful questioning, solving conflicts, and decision making and goal setting.

HELPING SKILLS

Helping Process Skills

These skills include knowing how you can help others and how others can help you. Being aware of my helping skills is an important aspect of the process.

Caring Skills—Listening With Your Body

These skills involve non-verbal "tuning" into another person. The helper lets the other person know that he or she is really there to help by looking at the person and not allowing other things to interfere.

Empathy Skills

These skills include really listening to another person completely. The helper hears both the feelings people are communicating and the real meaning of the message.

Sending "I" Messages Skills

These skills will enable you to let others know when and how they are upsetting you. When they do, you will learn to be more assertive in positive ways.

At times learning to send "I" messages in an assertive manner cannot only let people know how they are affecting you but also help them change their behavior.

Helpful Questioning Skills

These helping skills are used to assist others in understanding and clarifying their messages.

Conflict Resolving Skills

At times you may need to help others solve conflicts. By utilizing skills you have learned, you can help others prevent and solve conflict situations.

Decision Making and Goal Setting Skills

The ability to problem solve is an important part in helping others. At times, you may be called upon to help friends handle problems that are bothering them and you might help figure out the best solution. You will be assisted in establishing realistic goals.

BEING A PEER HELPER

As a result of these key-helping skills, a variety of roles are served as a helper.

You might want to be a good listener to a classmate. You might want to be an effective helper to a friend, and you might want to help others in your family. You might want to help others learn difficult materials, and you also might want to help others through leading a discussion group.

Just picture, if you would, a eight year old girl that is very small for her age. She has trouble with some of her work and she doesn't dress like the other students. Some ten year old boys are making fun of her, and she runs away and hides. You look at her and decide to go talk to her. You try to listen to her and really understand how hurt and upset she is at the boys and how badly she feels because she is different. Finally, she is glad you took the time to talk with her and you join her in the lunch room to be a special friend for a while.

These activities that follow, along with your group class experiences, will help you as you take a journey to learn effective helping skills.

Name ______________________________

Date ______________ Hour ______________

Activity 2.1
HOW OTHERS HELP ME

GOALS:

1. To understand better how others help me.
2. To learn different parts of helping.

DIRECTIONS:

1. Identify one or two people with whom you like to talk that help you feel better after talking with them.

   a. ____

   b. ____

2. Describe some ways this helpful person behaves.
3. In the group, set quietly and close your eyes when asked by your leader who will help you imagine a time that you were truly helped by someone else.
4. Open your eyes and draw in the space provided on back of this sheet a picture of the "helpful person" or identify characteristics of the helpful person. Color the picture or relate color to each characteristic to give it more expression. Respond to the questions about your helper.
5. Turn to the page entitled "Imagery Experience" and complete the sheet.
6. Complete the "Helper List" sheet included in this exercise.
7. Share with the group the characteristics of helpers found on "Helper List."
8. Share with the group what have you learned about effective helping.

HOMEWORK:

1. Write a short paragraph and describe a time when someone helped you with a problem.

   An example might be when you were angry at someone because they let you down. You were hurt because you were left out. Describe what the other person did that was helpful. What did that person look like while they were helping you and what were your thoughts and feelings about the helper?

2. Be prepared to submit your homework to your leader at the next meeting.

MY PICTURE
OF
A HELPFUL PERSON

Name

Date Hour

IMAGERY EXPERIENCE
A PICTURE OF SOMEONE HELPING ME

REACTIONS TO THE IMAGE

1. Describe the experience:

2. My energy level during the experience was

3. My concentration was

4. The strengths of my helper were

5. I felt

HELPER LIST

Think of some "helpful people" and, if possible, identify one who has been helpful with or for you. Then complete the following information.

	Names of People	Body Talk	What They Said to Help	What They Did to Help
1.				
2.				
3.				
4.				
5.				

Name ______________________________

Date ______________ Hour ______________

Activity 2.2
WHO CARES FOR ME

GOALS:

1. To help you find people to whom you can talk who will be supportive, caring, and understanding in most situations.
2. To know the kinds of feelings you have when you need to seek the assistance of someone else.

DIRECTIONS:

1. Recall some strong feelings you have had recently.

   Example: Hurt because I was not invited to a friend's house.

2. Make a list of those feelings and share with your leader.
3. Participate in a discussion about the following questions:

   What was happening when you felt that way?

   How did you know you were feeling that way?

   How did you let other people know how you were feeling?

   Would you react the same way again?

4. Compile a list of people with whom you would choose to share the above feelings. Record your list on the page entitled "My Support Group List" in the column entitled "Present People."
5. Keep this list and add to it as the peer helping training progresses.

HOMEWORK:

Think of additional times you may need support and someone to talk with and expand your list of support people. List some people you would like to have on your list. Place those people in column "Possible Future Support People" in the "My Support Group List."

MY SUPPORT GROUP LIST

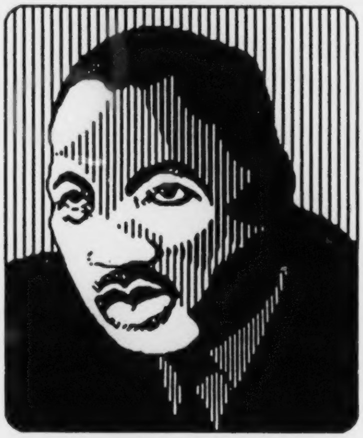
List people with whom you would be able now to share your feelings. Place their names in the column marked "Present People." Then think of people with whom you would like to be able to share in the future. Add their names in the last column on the right.

Environment	Present People	Possible Future Support People
School		
Home		
Play		

Name ______________________________

Date ______________ Hour ______________

Activity 2.3
UNDERSTANDING HOW I HELP



GOALS:

1. To become aware of my natural helping skills.
2. To develop a definition of helping.

DIRECTIONS:

1. Think of two to five times you have helped another person in the last week.

   Examples:

   a. Listened to a friend with a problem.

   b. Listened to someone within your family that was angry.

2. On the page entitled "People I Have Helped and My Feelings" identify in column one the two to five people from Direction 1.
3. In column two of the page "People I Have Helped and My Feelings" make a list of specific things you did trying to help the persons listed in column one.

   Examples:

   a. Sat next to them.

   b. Paid attention.

   c. Let the other person talk.

4. In column three and four, write feelings during and after helping.
5. Share with other members in your peer helping group your list of specific things you do to try to help others.
6. Assemble into subgroups of three:

   One person to be the listener
   One person to be the talker
   One person to write down what was said

   Each person is to talk about his or her own definition of helping. Include characteristics and behaviors that you do when you try to help. One person writes a summary of the discussion.

   Exchange roles so each person has the opportunity to play all three roles.

7. Develop within your subgroup a definition of helping.
8. Write your subgroup's definition on the sheet entitled "Definition of Helping."
9. Share your subgroup's definition of helping with your whole training group.
10. Record two or three definitions of helping that you like that were developed by other subgroups.

HOMEWORK:

Look over a list of definitions of helping that each subgroup developed and write on the sheet entitled "Definition of Helping" the one that means the most to you.

Name ______________________________

Date ______________ Hour ______________

PEOPLE I HAVE HELPED AND MY FEELINGS

Name of Person	What I Did	My feelings During Helping	Feelings After Helping

DEFINITIONS OF HELPING

What Others Say as Helping:

A helpful person is someone that communicates to people being helped that they truly care, accept other people just as they are, and show they can be trusted.

1. Our group's definition is ______________________________

____

____

____

2. Record two or three definitions of helping that you like that were developed by other groups. ______________________________

____

____

____

____

HOMEWORK:

My own definition of helping is ______________________________

____

____

____

Name ______________________________

Date ______________ Hour ______________

Activity 2.4
SELF INVENTORY OF HELPING SKILLS

GOAL:

To understand better my present helping skills.

DIRECTIONS:

1. Listen to your leader explain each of the things on the "Self Inventory of Helping Skills."
2. Rate yourself on each numbered entry.
3. Ask someone whom you have helped to give you feedback on these skills.

HOMEWORK:

1. Look at each area in which you already do well and list two or more of your strengths. ______________________________
____
2. Look at each area in which you need to improve and list two or more of your weaknesses. ______________________________
____
3. List two or more improvement goals for training in helping skills. ______________________________
____
4. List some ways (make a plan) for achieving the goals in Item 3. ______________________________
____

SELF INVENTORY OF HELPING SKILLS

QUESTIONS TO ASK MYSELF	The Extent to Which I Do			
	Always	**Often**	**Sometimes**	**Never**
Caring Skills—Listening With My Body:				
1. My body shows I am listening.				
2. I look at the person talking.				
3. I am not trying to do something else when I talk with them.				
4. I lean toward another person when I am listening.				
5. My body is relaxed.				
6. I concentrate on what others are saying.				
Empathy Skills:				
7. I understand the words people say.				
8. I understand the feelings other have.				
9. I do not guess the inner feelings or thoughts of others.				
10. I can repeat in my own words what others are saying.				
11. I understand what others are saying.				
Helpful Questioning Skills:				
12. When I ask questions, people continue talking for a long time.				
13. When I ask questions, people explain more of what they mean				
Sending "I" Message Skills:				
14. I can say "no" if I don't want to do something.				
15. I can say how I feel about another's behavior.				
16. I can say how another's behavior effects me.				
17. I can say to another person what I want to do.				
18. I can say to another person what I need.				
Resolving Conflict Skills:				
19. I can let someone know if what they are saying or doing are different.				

Name ______________________

Date ____________ Hour ____________

SELF INVENTORY OF HELPING SKILLS

QUESTIONS TO ASK MYSELF	The Extent to Which I Do			
	Always	Often	Sometimes	Never
20. I can let others know how they behave.				
21. I can imagine solving conflicts.				
22. I can use my skills to solve conflicts.				
Problem Solving and Goal Setting Skills:				
23. I can help others understand the problem.				
24. I can help people understand what they are trying to solve.				
25. I can help others explore all different parts of the problem.				
26. I can help others think of different solutions to the problem.				
27. I can help the person select the best solution				
My Helping Roles:				
28. I know how to perform my helping roles.				
29. I can be a good tutor.				
30. I can be a good listener.				
31. I can be a good group leader.				
32. I can be a good listener in my family.				
33. I can be a good listener to others.				
34. I follow roles of helping.				

Activity 2.5
MY CONTRACT FOR LEARNING HELPING SKILLS

GOALS:

1. To develop a contract for learning helping skills.
2. To understand my own limitations.

DIRECTIONS:

1. Discuss with your group and leader the importance of contracts in peer helping work.
2. Review the "Peer Helping Contract" and recognize the behaviors that will be expected of you as a member of the peer helping training group.
3. Review your notes in Activity 2.4 which will be valuable for this activity.
4. Make a list of behaviors you are going to practice.
5. Work with your leader and your other peer helpers as you identify items to place in a contract for you to learn to overcome your limitations.
6. Record your list on the sheet entitled "My Learning Contract."
7. Review with your leader those items on your contract and come to an agreement on the items listed.
8. Sign "My Learning Contract" and the "Peer Helping Contract" and have your leader to review and, if the two of you are in agreement, have the leader sign.

PEER HELPING CONTRACT

I agree to

1. Attend and be on time to all training meetings.
2. Listen to others in my training group.
3. Listen carefully to my trainer.
4. Practice the skills learned in training.
5. Share important things about myself.
6. Help other set goals.
7. Keep what others have said to myself.
8. Complete homework assignments.
9. Come to training alert and free from drugs and alcohol.
10. Give feedback to others in my group.
11. Other agreements: ______________________________

    ____

Signature of Peer Helper: ______________________________

Signature of Leader: ______________________________

Date: ____________________

MY LEARNING CONTRACT

My Contract For Training as a Peer Helper

I agree to

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

My Signature: ______________________________

Signature of Leader: ______________________________

MODULE 3
CARING
SKILLS

Listening With
Your Body

CARING SKILLS
Listening With Your Body

As we begin to help others, we need to understand that our body language can communicate that we care and want to help. Some researchers say most of what we communicate is through our own body language. What we say in words is often not as important as what our body says. Some of you can recall times in your life in which it felt good just to get a hug. The other person didn't have to say they cared. You also can remember a time when you knew you were in trouble based on the look of the face of a parent or teacher. You may be able to recall a time when you didn't trust a friend because what they said was different than what they looked like.

You may be able to know how a person is feeling by looking at him or her. As we truly try to care for (listen, attend) another person, we need to "tune" into them by

LOOKING AT THE PERSON,

RELAXING OUR BODIES,

LOOKING CONFIDENT,

HAVING OUR BODIES LOOK OPEN, and

SHOWING CARE AND CONCERN ON OUR FACES.

The following activities will help you focus on attending skills and also help you pick up on the body language in others.

Name ____________________

Date ____________ Hour ____________

Activity 3.1
BODY LANGUAGE WARM UP

GOAL:

To practice communicating with body language.

DIRECTIONS:

1. Listen to the leader explain different types of communication.
2. Follow the leader's directions concerning body language activity.
3. Discuss the different types of communication that were used during the activity.
4. Record one learning you had about a feeling shown through a nonverbal behavior.

Activity 3.2
WHAT OTHERS COMMUNICATE THROUGH BODY LANGUAGE

GOALS:

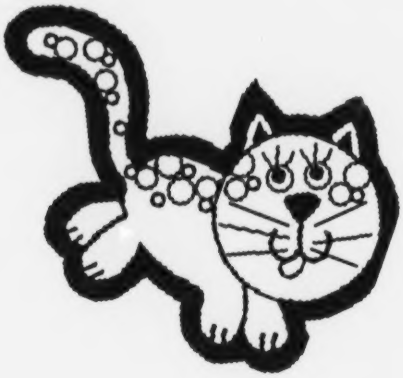
1. To learn what others are saying by their body language.
2. To tune in on what others communicate by body language.

DIRECTIONS:

1. Brainstorm (think quickly) feeling words and explain how these feelings are shown by our bodies.
2. Look through magazines and other items you and your leader have brought to class.
3. Cut out pictures and identify what the person is saying and feeling by the picture.

   Example: This person looks happy and maybe just did something great.
4. Look for pictures that represent:

   Happy

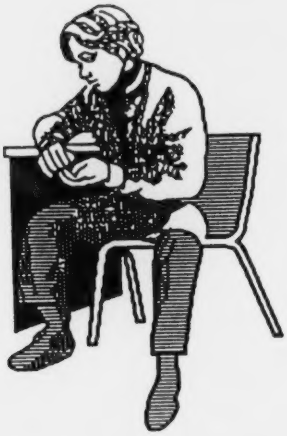


Glad

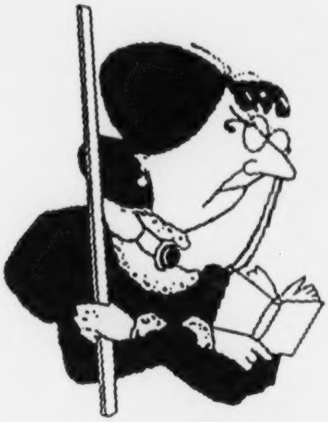
Name ______________________________

Date ______________ Hour ______________

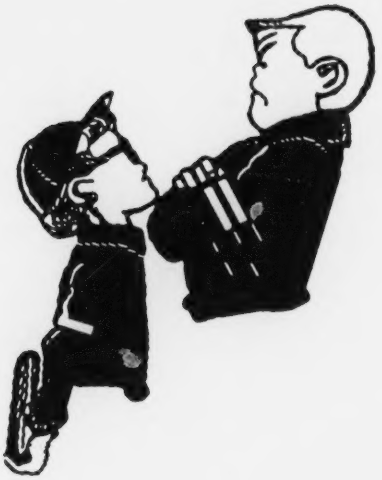
Frustrated



Angry



Fearful



5. Show the pictures to the group.
6. Pantomime feelings to the group and have group members guess what feeling is being pantomimed.

HOMEWORK:

1. Observe the body language of someone you care about and with whom you have contact often and keep a list of feelings you observe. Try to notice what is going on. Ask the person if you guessed the feelings correctly.
2. Record your observations.

What was person doing at the time you were watching?	What body movement did you see?	What did the body movement mean?	Were you correct?

3. Write what you learned from this activity.

Name ______________________________

Date ____________ Hour ____________

Activity 3.3
TUNE IN TO OTHERS

GOAL:

To learn to look at the facial characteristics of others and to learn to tune in to others.

DIRECTIONS:

1. Think of times when you felt afraid and list some. Do not show your list to others.

   Example: Storming at night

2. Think of times when you were happy and list some. Keep your list secret.

   Example: Vacation, received a gift, got hug.

3. Think of a time you felt proud and list some. Keep your list secret.

   Example:

   a. Just got a good grade.

   b. Just received an award.

4. Divide into groups of threes and have one person close his or her eyes and think about a time he or she felt afraid, happy, and proud. Think about each one for only 5 seconds.

   The two observers are to guess in what order you imaged each one.

   As the person doing the imaging, you do not have to tell specifically what you were thinking about, but just if they observed the correct feeling.

5. Change so all have a chance to participate.

6. Share with the large training group what you learned as you tuned in to others.

Activity 3.4
COMPARING NONATTENDING TO ATTENDING

GOAL:

To learn the difference between attending and nonattending.

DIRECTIONS:

1. Observe your leader as nonattending is demonstrated to another person.
2. Divide into groups of two and practice not attending to your partners while your partner talks about something important.
3. Change roles.
4. Discuss as a group how "not attended to" feels.
5. Observe as your leader demonstrates good attending skills.
6. Divide into groups of two and practice using attending while the person is talking about something that is important.
7. Change roles.
8. Share as a group how being "attended to" feels and compare with how you felt when not being attended to.

HOMEWORK:

1. In the following space write your personal feelings:
   a. When your partner was not paying attention to you.

   ____
   ____
   ____
   ____
   ____

   b. When your partner was paying attention to you.

   ____
   ____
   ____
   ____
   ____

Name ______________________________

Date ______________ Hour ______________

2. During the next day or two notice attending and nonattending behavior in school, home, or other places such as grocery store, restaurant, or playground. Write your observations in the space provided.

a. Attending Behavior ______________________________

Situation or scene: ______________________________

Descriptions of behavior: ______________________________

Result as you saw it: ______________________________

b. Non-attending Behavior ______________________________

Situation or scene: ______________________________

Description of behavior: ______________________________

Result as you saw it: ______________________________

Activity 3.5
PRACTICE EFFECTIVE ATTENDING

GOALS:

1. To practice nonverbal listening.
2. To obtain feedback on skills in nonverbal listening.

DIRECTIONS:

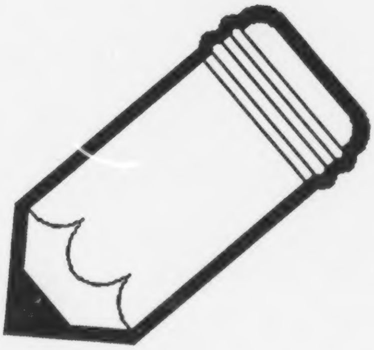
1. Observe your leader demonstrating effective attending and identify attending skills demonstrated.
2. Divide into groups of three and then you or one of the others in your groups needs to talk about one of the following topics:
   a. how other people show they care,
   b. how I show I accept others just as they are, or
   c. how do I show others I am interested in them.
3. One person within your group of three is to play the helper and try to use good body communication.
4. The third person gives feedback in nonverbal skills using the "Observer Feedback Form."
5. Change roles until all have had a chance to play all three roles.
6. Discuss your experiences with the total group.

Name ________________________________

Date ______________ Hour ______________

OBSERVER FEEDBACK FORM

Name of Listener: ____



Directions: As an observer, check (X) the following as to what the listener does while the other person talks.

	NO	PRETTY MUCH	YES
1. Looked interested	______	______	______
2. Looked relaxed	______	______	______
3. Looked concerned	______	______	______
4. Eyes steady	______	______	______
5. Facial expression calm	______	______	______
6. Other ______________	______	______	______

____

____

Activity 3.6
COMMUNICATION AND LISTENING

GOAL:

To help you understand different types of communication and the importance of listening.

DIRECTIONS:

1. Participate in a role-playing activity that your leader will discuss with you and afterwards discuss what occurred and how you felt.

2. Listen carefully as your leader reads a paragraph to you. Then answer the following question of the listening test.

LISTENING TEST ANSWER SHEET

a. What is the number of your bus? ____________________

b. When will it pick you up at home? ____________________

c. What time does school begin? ____________________

d. Where is your homeroom? ____________________

e. What time does lunch start? ____________________

f. How long is lunch? ____________________

g. Where do you go after lunch? ____________________

h. What time is recess? ____________________

i. Who is your music teacher? ____________________

j. What time does school end? ____________________

k. How long is recess? ____________________

l. How many answers did you hear accurately? __________

You might want to take this again at the end of training.

3. List as many things as you can as to what a good listener does.

____

____

____

____

____

Name ______________________

Date ____________ Hour ____________

4. List as many things as you can that interfere with listening.

____

____

____

____

5. Write one thing you could do to be a better listener and then consider this as a goal for you to achieve.

____

____

____

____

HOMEWORK:

1. Please complete each sentences using as a stem or lead in "I Communicate in Different Ways with Different People."

   a. With my family I . . . . ______________________

   ____

   ____

   b. With someone I don't know I . . . . ______________________

   ____

   ____

   c. With my best friend I . . . . ______________________

   ____

   ____

   d. With my teacher I . . . . ______________________

   ____

   ____

2. Please complete the following sentences in response to the question "How Do I Feel?"

a. When people don't listen to me I feel .... ______

______

______

b. When I have trouble communicating what I really mean, I feel .... ______

______

______

c. When I really think about the person I'm communicating with, I .... ______

______

______

d. I like to listen when .... ______

______

______

e. The people I like to talk to best are the ones who .... ______

______

______

MODULE 4
EMPATHY SKILLS

EMPATHY SKILLS

Empathy means that we are accurately hearing both the meaning and feeling of others. This module will help you to understand some important facts about not only hearing the words of others but also understanding the meaning and feelings behind those words.

Obviously, if we can think faster than others talk, there is plenty of time to allot ourselves to think of other things, unless we are really trained to listen actively to another person. People often are unskilled in how to grasp meaning and feelings of others as they talk.

This module will help you practice your skills in empathy by learning to accurately recognize some of your feelings and those feelings and thoughts of others.

Name ____________________

Date ____________ Hour ____________

Activity 4.1
THE RUMOR GAME

GOAL:

To learn accurately the meaning of what others are saying.

DIRECTIONS:

1. Consider volunteering to be part of a rumor clinic. Out of your total group, five of you will be needed.
2. Have four of the five volunteers to leave the room and have one to remain in the room.
3. If you are one of those in the room, participate in the rumor clinic game. The leader will tell a story to the one left in the room and that person will repeat it to the next one and so on until everyone has been told the rumor. The last person repeats the rumor to the rest of the students. Do not ask questions.
4. Be an observer if you are not one of the five volunteers.
5. Listen to the accuracy of what the leader told the first student and each student after this.
6. Try to think of ways that the listener might ask questions or clarify the situation.
7. Change roles so that another group of five volunteer and repeat Directions 1 through 6.
8. Discuss as a group
   a. How could the paraphrasing of the listener been improved?
   b. Was it difficult to try to remember and tell the next person?
   c. What happens from the first paraphrase to the last?
   d. How does this happen in our daily life?

HOMEWORK:

1. Try to listen accurately to things that others tell you.
2. Try to paraphrase (place in your words) what they have said and notice their acceptance of your statement.
3. How well are you able to paraphrase? ______________________________
4. Are you able to include in your paraphrase meanings and feelings as you perceive them? __________

   Write illustrations of

   a. What was said ______________________________

   ____

   b. Your paraphrased response ______________________________

   ____

5. When you do, are your paraphrases generally accepted? ______________

   Write an illustration of how you know ______________________________

   ____

   ____

Name ______________________________

Date ______________ Hour ______________

Activity 4.2
LEARNING TO PARAPHRASE MEANING

GOAL:

To learn how to communicate through paraphrasing the meaning of a statement.

DIRECTIONS:

1. Discuss with your leader and group members the meaning and value of paraphrasing a statement.
2. Observe the leader demonstrating paraphrasing a statement.
3. Work in a large group where one person makes a statement and a person sitting next to him or her responds by paraphrasing the content of the statement.

   Hint: You might want to begin paraphrasing by

   You mean. . . . .

   It sounds like. . . . .

   I hear you saying. . . . .

4. Continue activity until all are able to paraphrase the meaning of one statement.
5. Then work as a group to answer the following:

   Examples:

   a. Person Needing Help: "I am so upset at my friend for talking behind my back to the point I don't want to be friends with her anymore."

Helper Response: (Using paraphrasing meaning only) "You mean that you don't want to be friends anymore with your friend because she talks behind your back."

b. Person Needing Help: "I am really having trouble learning my math this year. No matter what I do it doesn't seem to sink in."

Helper Response (Using paraphrasing meaning only) ______________________

____

____

c. Person Needing Help: "I wish my brother would stay out of all my stuff in my room. He is always getting into my things and throwing them all over the floor and I can't find them. Mom won't do anything about it and says it is my room and my problem........."

Helper Response (paraphrase meaning only): ______________________

____

____

HOMEWORK

1. Try later today to paraphrase just the meaning of at least one person. Record your experience here.

   a. Person's comments:

   b. My paraphrase:

   c. Person's reaction to my comments:

2. Submit your homework to your leader at the next meeting.

Name ______________________________

Date ______________ Hour ______________

Activity 4.3
LEARNING TO PARAPHRASE FEELINGS

GOAL:

To learn how to hear feelings of another person.

DIRECTIONS:

1. Listen as your leader explains paraphrasing feelings. If you do not understand, ask questions.
2. Observe the leader demonstrating paraphrasing feeling to one statement.
3. Work in a large group where one person makes a statement and the person sitting next to him or her responds by paraphrasing the feeling of what was said. You might want to begin paraphrasing the feeling by saying:
    a. You feel . . . . .
    b. It sounds like you feel . . . . .
    c. I hear you expressing feelings of . . . . .
4. Continue until all are able to paraphrase the feeling of another.
5. Group into small groups of two or three. Study example a and then complete responses for examples b and c.

Examples:

a. Person Needing Help: "I am so upset at my friend for talking behind my back to the point I don't want to be friends with her anymore."

Helper Response (using paraphrasing feeling only): "You are really disappointed with your friend."

b. Person Needing Help: "I am really having trouble learning my math this year. No matter what I do, it doesn't seem to sink in."

Helper Response (Use paraphrasing of feeling only): ______________________

____

____

____

____

c. Person Needing Help: "I wish my brother would stay out of all my stuff in my room. He is always getting into my things and throwing them all over the floor and I can't find them. Mom won't do anything about it and says it is my room and my problem. . . . . . "

Helper Response (paraphrasing feeling only): ______________________________

____

____

____

____

HOMEWORK

1. Keep an entry of a situation in which you paraphrased feelings within the next day or two:

   a. Record a statement someone made where a feeling was shown.

   b. Your paraphrase of feeling and meaning.

   c. The reaction of the person after your paraphrase. Write how the person looked and what the person said.

2. Be prepared to submit your homework to your leader at the next meeting.

Name ______________________________

Date ______________ Hour ______________

Activity 4.4
THE WORLD IS A STAGE

GOAL:

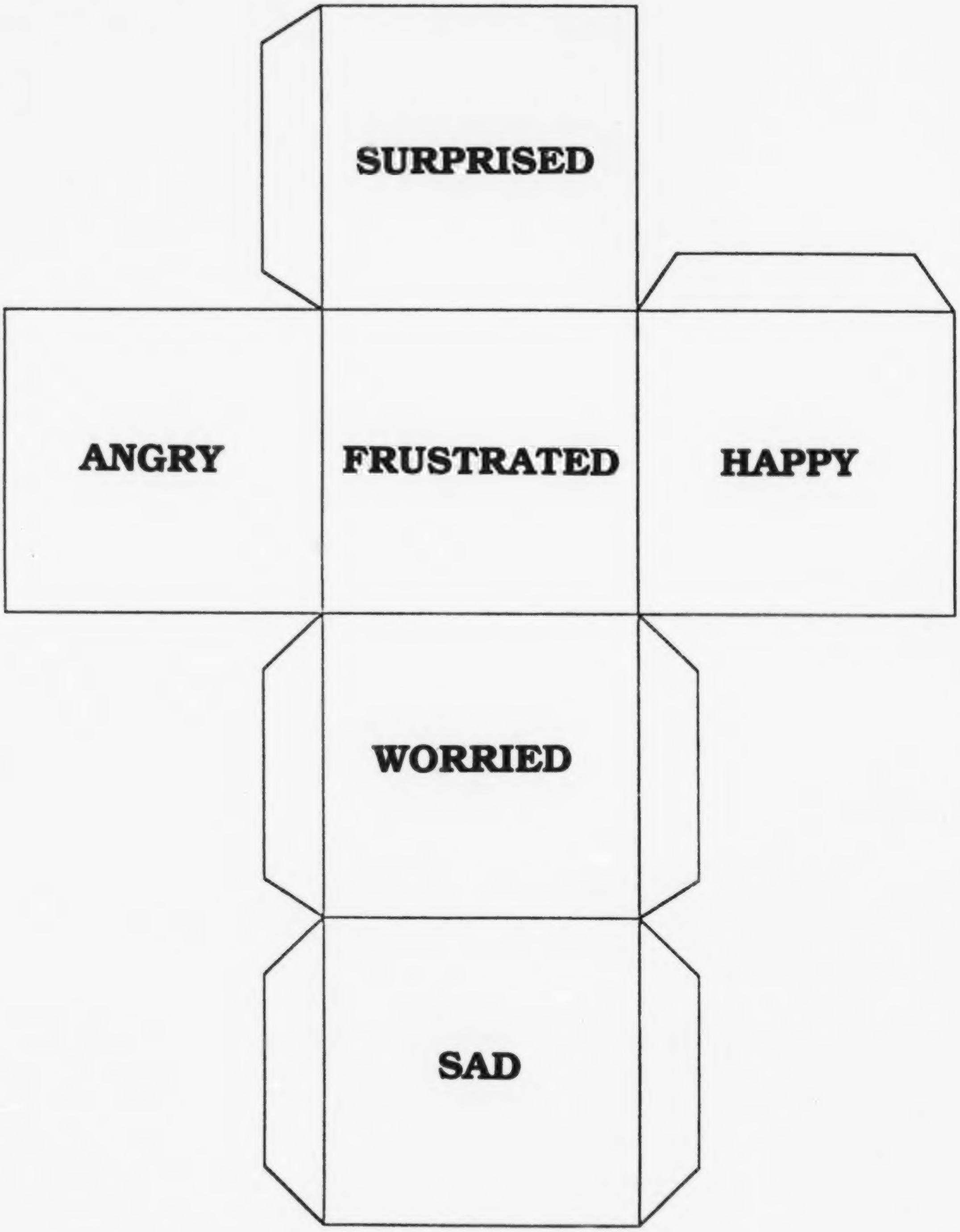
To develop a broader vocabulary of feeling words.

DIRECTIONS:

1. Watch your trainer write feeling words on the board and help your trainer define each word.
2. Pick one feeling word to role-play to illustrate the feeling. Work individually or with a partner to plan the role-play.

   Example: fear—you might want to think about a time you were afraid of noises in your house late at night. How did you react to the noises?
3. Demonstrate your feeling word to the rest of the group.
4. Have the rest of the group guess the feeling word you are demonstrating.
5. Discuss ways each feeling was demonstrated.
6. Identify essential elements of each feeling.

FEELING BOX


SURPRISED
ANGRY
FRUSTRATED
HAPPY
WORRIED
SAD

Name ____________________

Date __________ Hour __________

Activity 4.5
ROLLING THE FEELING BOX

GOAL:

To help acquaint you with the connection between feelings and behavior.

DIRECTIONS:

1. Look at the pictures of the different kinds of basic feelings as your leader shows those different feelings.
2. Define each feeling.
   - a. Angry ____________________
   - b. Frustrated ____________________
   - c. Happy ____________________
   - d. Surprised ____________________
   - e. Sad ____________________
   - f. Worried ____________________
3. Try to discuss the feelings in a variety of situations and identify what influences each feeling.

   Examples: For each of the following situations, name the feelings generally associated with each.

   - a. Put-downs ____________________
   - b. Stress ____________________
   - c. Compliments ____________________

d. Sickness ______

e. Others (list) ______

4. Think of how feelings are decided by yourself or others.
5. Discuss why the identification of your own feelings as they occur is so important.
6. Related to different feelings as you identify them in yourself, write possible things you might do to help yourself and/or prevent you from saying or doing things that might be harmful to others.

a. Sad—avoid conflict situations

(other action) ______

______

b. Scared—talk with someone

(other action) ______

______

c. Mad— ______

______

d. Frustrated— ______

______

e. Other feelings (list) ______

______

7. Discuss why it is difficult to be aware of some feelings.
8. Cut out the feeling box and glue it together.
9. Work in groups of four or five and role the boxes and make the statement of the form below according to the face of the box that is up after you roll the box.

"I felt ______ when ______."

10. Discuss the activity in the large group.

HOMEWORK:

Be aware of how you feel this week and report back feelings that you have had and how you behaved. Record three "feeling times."

I felt ______ when ______, and I did the following after I recognized my feeling ______.

I felt ______ when ______, and I did the following after I recognized my feeling ______.

I felt ______ when ______, and I did the following after I recognized my feeling ______.

Name ____________________

Date ____________ Hour ____________

Activity 4.6
ASSESSING THE FEELING OF HAPPINESS

GOAL:

To help you understand happiness.

DIRECTIONS:

1. Discuss the homework from Activity 4.5.
2. Fill out the assessment activities for feeling happiness.
    a. Complete "Happy Times."
    b. Complete "Year 'Round Happiness."
3. Discuss in the group the assessment activities after you have completed them.

HOMEWORK:

1. Conduct a "Happiness Survey" by asking four people to name three things that make them happy. Record their answers in the blossoms.
2. Cut out the blossoms and at the next class meeting add them to the "Tree of Happiness" bulletin board in the classroom.

HAPPY TIMES

I am happy when:

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

Put a star (★) before the sentence that tells when you are **most** happy.

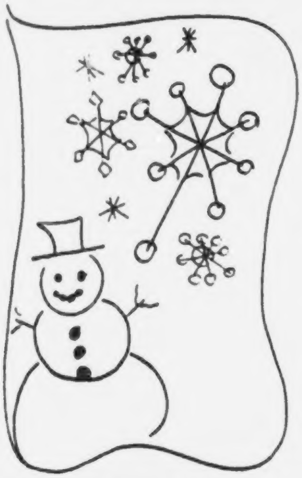
316

Name ______________________

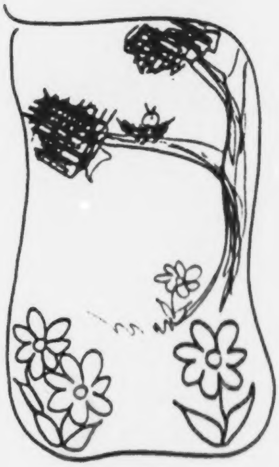
Date ____________ Hour ____________

YEAR 'ROUND HAPPINESS

Listed below are the four seasons of the year. What is something that happens in each of these seasons that makes you happy?

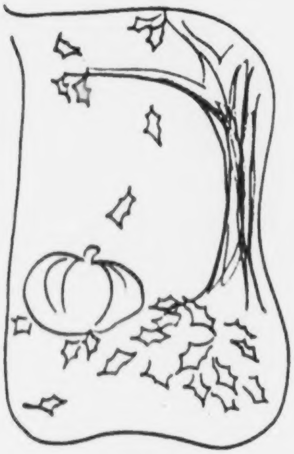


WINTER



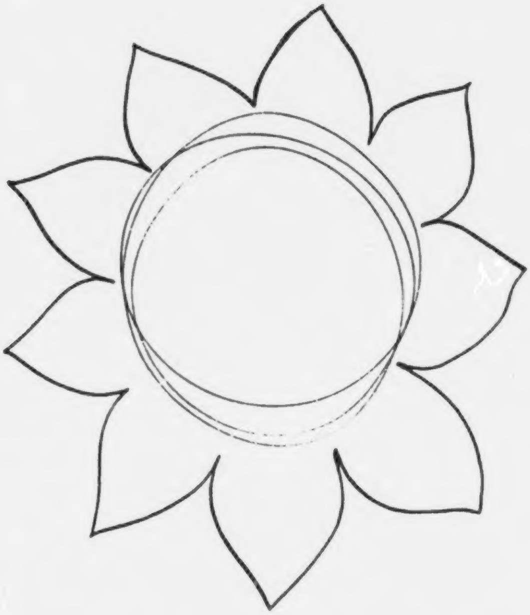
SPRING

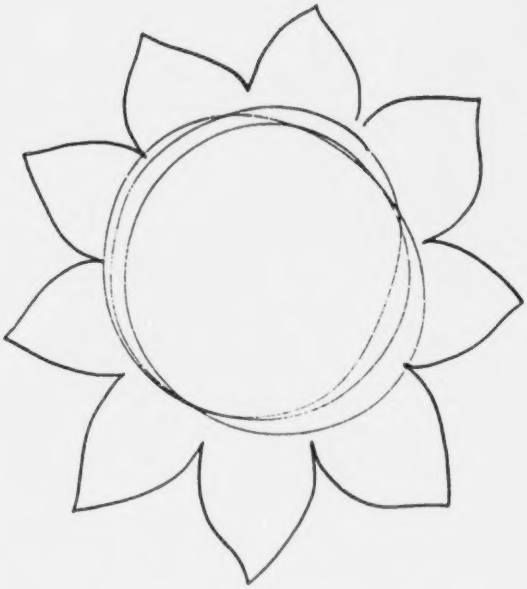
SUMMER

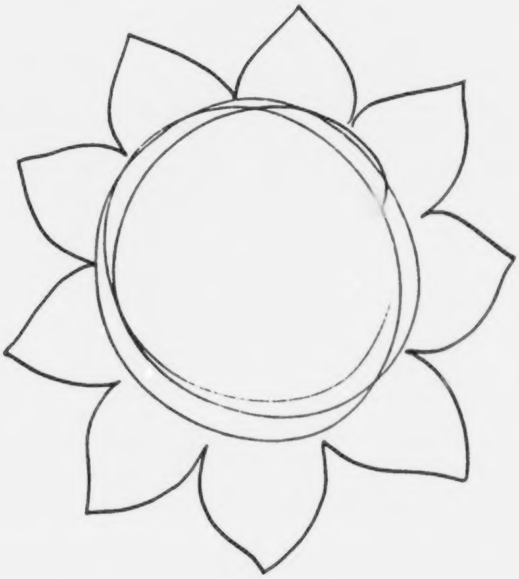


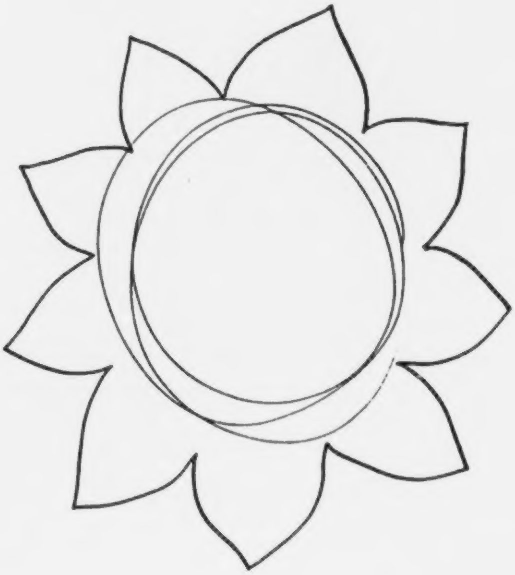
FALL

HAPPINESS SURVEY









Name ______________________

Date ____________ Hour ____________

Activity 4.7
FEELING HAPPY

GOAL:

To help understand the things that make me feel glad and happy.

DIRECTIONS:

1. Add the blossoms from Homework, Activity 4.6 to the "Tree of Happiness."
2. Discuss the "Tree of Happiness" and what you have learned.
3. Discuss the meaning of happiness.
4. Discuss what is different when we feel happy than when we feel sad.
5. Discuss what happens to our bodies when we feel happy.
6. Cite examples of how people react to you when you act happy or glad. Happiness can be contagious.

   Example: If I smile at someone, generally they smile back.

7. Break into groups of three and share the following:
   a. A time someone made me happy.
   b. A time I made someone happy.
8. Fill out "The Happy Me" sheet. Continue in your small group and share your answers.

THE HAPPY ME

It makes me happy to see ______________________________

It makes me happy to hear ______________________________

It makes me happy to taste ______________________________

It makes me happy to smell ______________________________

I am happy when I touch ______________________________

I am the happiest when ______________________________

____

____

____

One of the happiest days I can remember is ______________________________

____

____

____

I expect to have a happy time when ______________________________

____

____

____

Name ______________________________

Date ______________ Hour ______________

Activity 4.8
PRACTICING BEING HAPPY

GOAL:

To help you practice being happy.

DIRECTIONS:

1. For the next week, look at yourself in a mirror. Practice smiling and looking happy. Walk and hold your body in a happy way. Remember how looking happy feels. Try looking and feeling happy many times throughout the day.
2. Thinking happy thoughts—For the next week before you get up in the morning, lie back and let your body relax. Make a mental list of happy thoughts. Let them go through your mind. Then say to yourself at least three times:

   "I feel happy today."

   "This is going to be a good day."

   "I feel good all over."

   And write your own "Happy Thoughts" on the picture.
3. At the end of seven days, evaluate the week to see if your choice to be happy actually made you feel and be happier. Keep a record in this workbook.
4. State your evaluation below:

   When I practiced looking and acting happy, I felt:

1	2	3	4
Sad	The Same	A little Happier	A lot Happier

5. Write what you have learned about yourself from this activity: ______________________

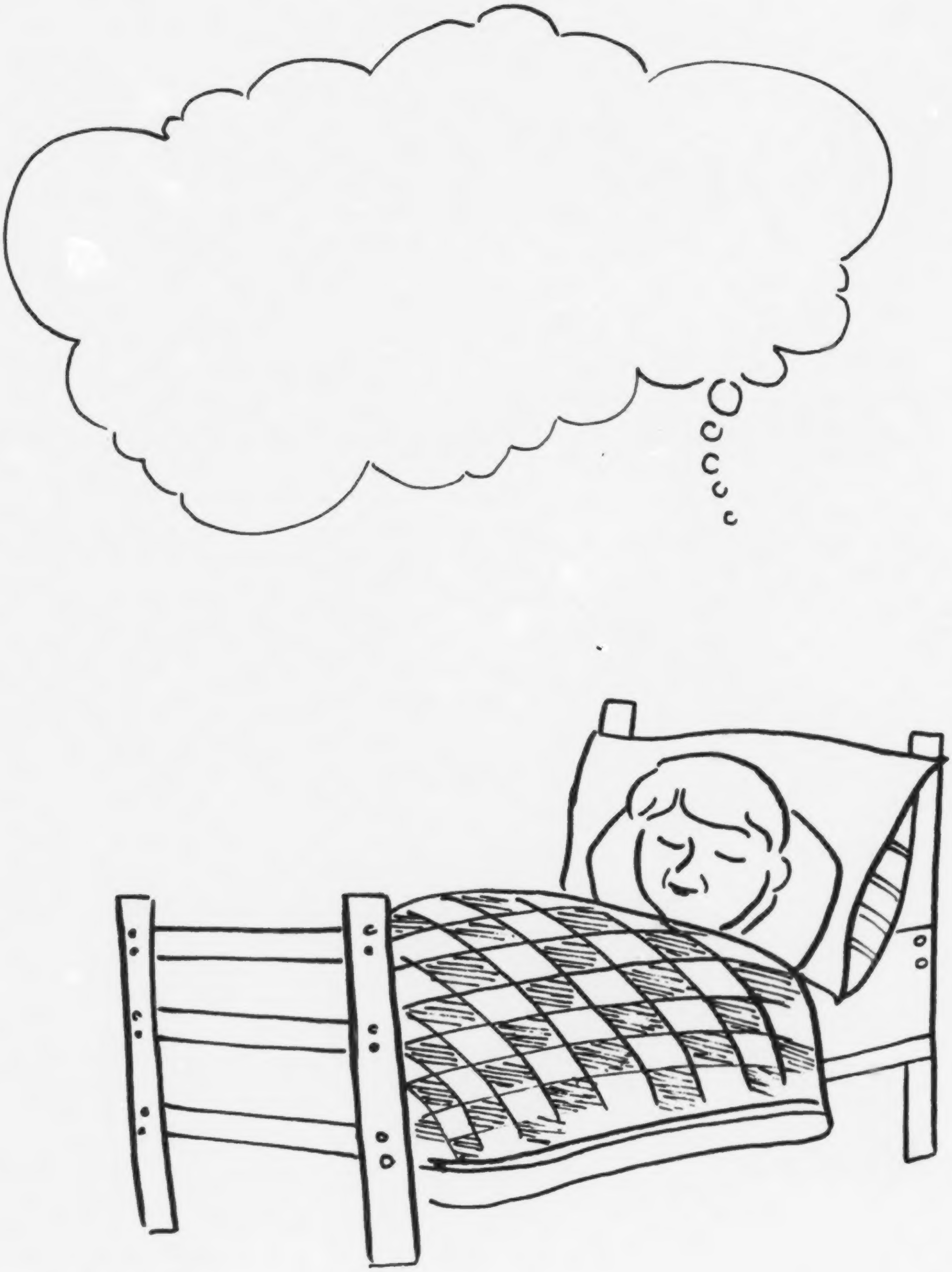
   ____

   ____

   ____

   ____
6. Discuss these activities at the next class meeting.

"HAPPY THOUGHTS"



Name ______________________

Date ______________ Hour ______________

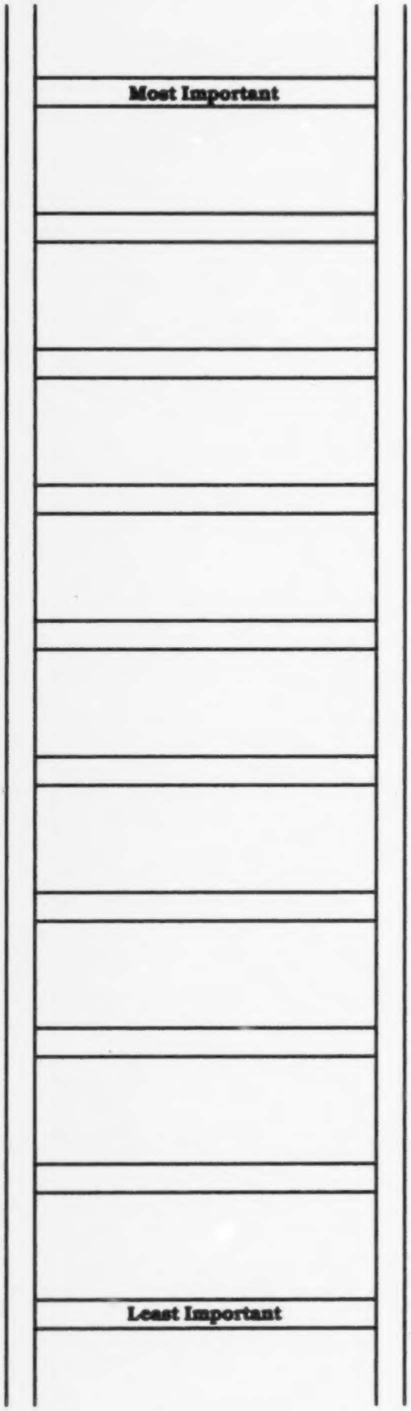
Activity 4.9
STEPS TO HAPPINESS

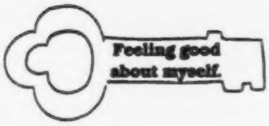
GOAL:

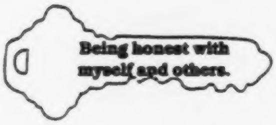
To help you understand all the things that make you happy.

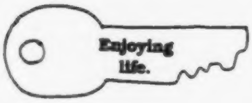
DIRECTIONS:

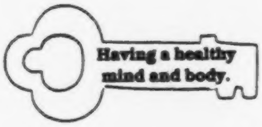
1. Discuss "Happy Thoughts" from Activity 4.8.
2. On the sheet of keys, color the ones that are most important to you.
3. Glue them on your "Ladder to Happiness" in order of least important (bottom of ladder) to most important (top of ladder). Continue to climb the ladder by setting your priorities for happiness. The top rung of the ladder should indicate your most important means of happiness. Share your ladder with your group.
4. Cut out the ladder and tape it to your bedroom door.

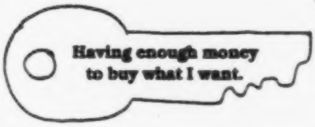


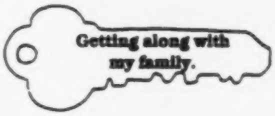

Feeling good
about myself.

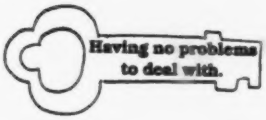

Being honest with
myself and others.

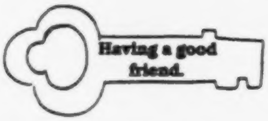

Enjoying
life.

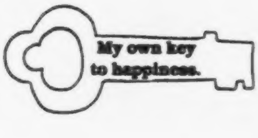

Having a healthy
mind and body.

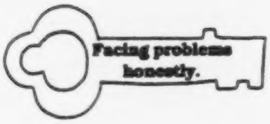

Having enough money
to buy what I want.


Getting along with
my family.


Having no problems
to deal with.


Having a good
friend.


My own key
to happiness.


Facing problems
honestly.

Name ______________________________

Date ______________ Hour ______________

Activity 4.10
ASSESSING THE FEELING OF SADNESS.

GOAL:

To help you understand the feeling of sadness.

DIRECTIONS:

1. Fill out the "Causes for Sadness" sheet.
2. Complete the "Sadness Causes—Ones I Can and Can't Control" sheet.
3. Complete "Ranking Sad Feelings sheet.

HOMEWORK:

1. Ask three people what makes them sad. Ask the same three people what they allow to makes them happy.
2. Record your answers on the "People's Sadness and Happiness" sheet.
3. Summarize the results and bring them to class.

CAUSES FOR SADNESS

Sadness is a choice. You allow yourself to feel sad. Some situations in which you allow yourself to feel sad are

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Name ______________________________

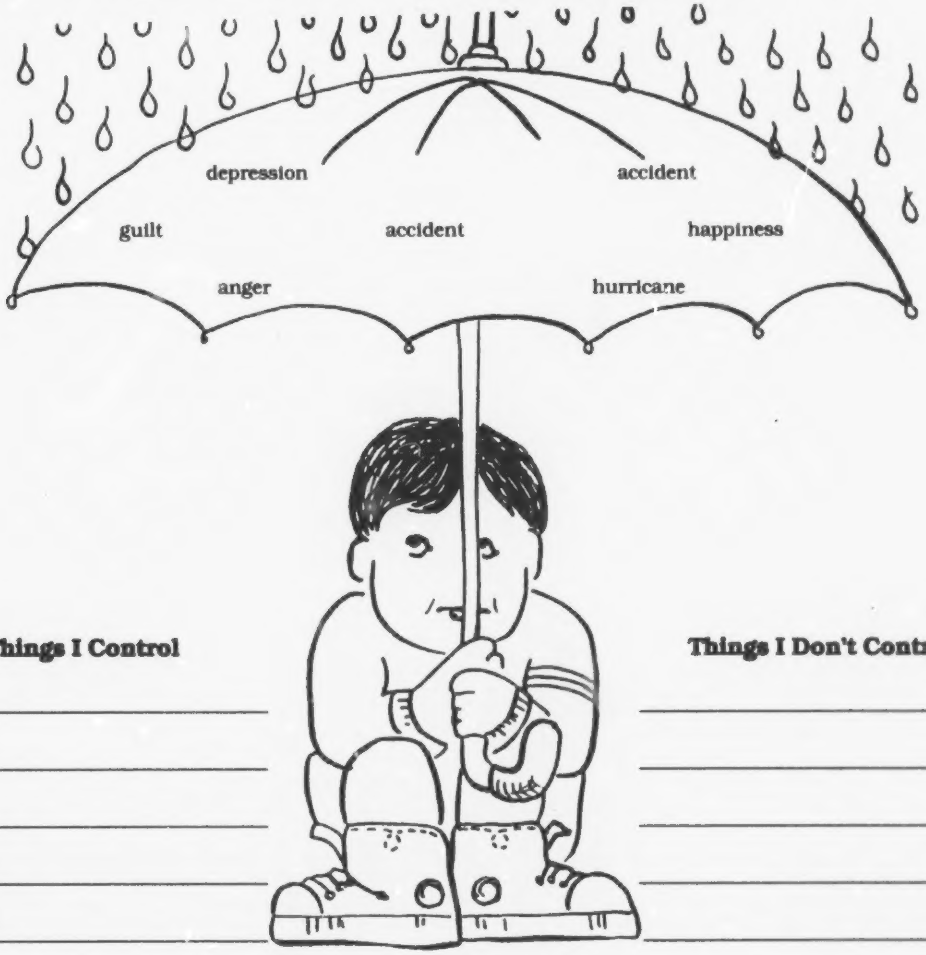
Date ______________ Hour ______________

SADNESS CAUSES
ONES I CAN AND CAN'T CONTROL

Some things in our lives that we feel sad about, we have no control over. For example, we cannot control an airplane that crashes, an earthquake, or a flood. There are some things in our lives that we feel sad about which we can control. For example, if we let one of our friends down or didn't do something our parents wanted us to do, we choose to feel sad or guilty.

After a plane crash, an earthquake, a flood or letting our friend down or not doing something for our parents, we might feel sad. We cannot control a plane crash, an earthquake, or a flood but we can control our sad and guilty feelings about our friend and parents.

Put the things listed in the umbrella into either the section "Things I Can Control" or "Things I Cannot Control". You might want to add a few of your own ideas.



Things I Control

____

____

____

____

____

Things I Don't Control

____

____

____

____

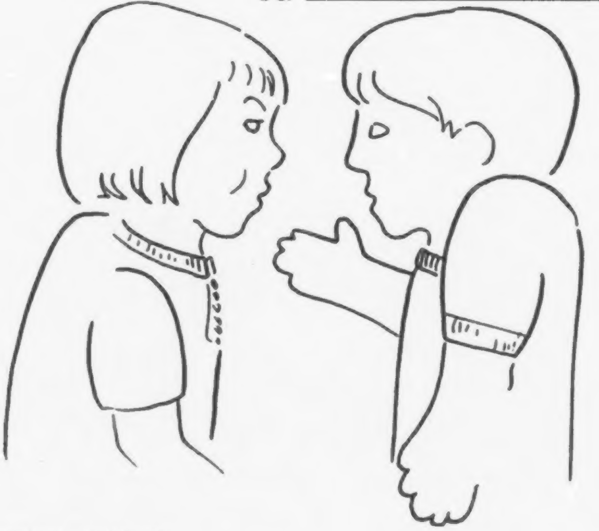
____

RANKING SAD FEELINGS

We can rank our sad feelings from least sad to most sad. There are some situations listed below that often make people feel sad. Put them in order so that the situation that feels most sad is at the top of the list and the situation that you feel the least sad about is at the bottom of the list. You might add any situations that have been left out.

disagreement with a friend
loss of favorite possession
my best friend moved to another state
grounding for not cleaning room
pet ran away
broken arm
not invited to a friend's party
parents not getting along
teacher yelling
not the right clothes to wear to school
someone calling you a name
not understanding the teacher
chosen last to be on the team in gym
low grade on test

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________

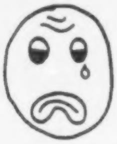


Name ______________________________

Date ____________ Hour ____________

PEOPLE'S SADNESS AND HAPPINESS

I am sad when......



____

____

____

I am happy when......

____

____

____

Make a summary of your poll.

____

____

____

____

____

____

____

____

Activity 4.11
SOLUTIONS FOR COPING WITH MY SADNESS

GOAL:

To learn solutions for coping with sadness.

DIRECTIONS:

1. Discuss with your leader example of how you choose to be sad or glad.
2. Discuss ways you deal with sadness.
3. Mark with "X" what you like to do when you feel sad:

______ talk to a family member.

______ talk to a friend.

______ be alone in my room.

______ go to a quiet spot outdoors.

______ do some physical activity.

______ other ______________________________

____

Name ______________________________

Date _______________ Hour _______________

4. Indicate how *you would like* to cope differently.
5. Write a paragraph on how you can change from what you are doing (answer to Item 3) to what you would like to do (answer to Item 4) regarding behavior relating to sadness.

____

____

____

____

____

HOMEWORK:

Practice your answers to Items 4 and 5

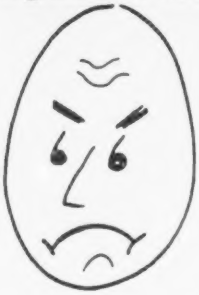
Activity 4.12
LEARNING TO READ PEOPLE'S SAD EXPRESSIONS

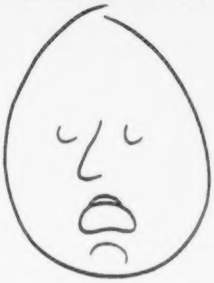
GOAL:

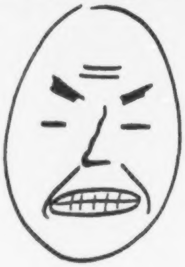
To assist you in reading the faces of people and what they mean.

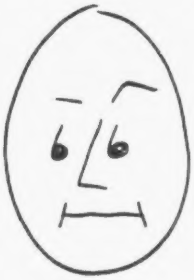
DIRECTIONS:

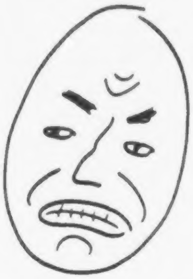
1. Recognize that facial expressions communicate feeling without using words.











2. Label the faces as to facial expressions using the terms below. Work with a partner.

   a. Frown
   b. Snarl
   c. Pout
   d. Scowl
   e. Sneer

3. Use a mirror to practice making these expressions on your face.

4. Describe (write your answers) a time when a person might

   a. frown ____

   b. snarl ____

   c. pout ____

   d. scowl ____

   e. sneer ____

5. Share with the group.

Name ____________________

Date ____________ Hour ____________

Activity 4.13
EASING SADNESS IN SELF AND OTHERS

GOAL:

To plan how to ease the sadness in self and others.

DIRECTIONS:

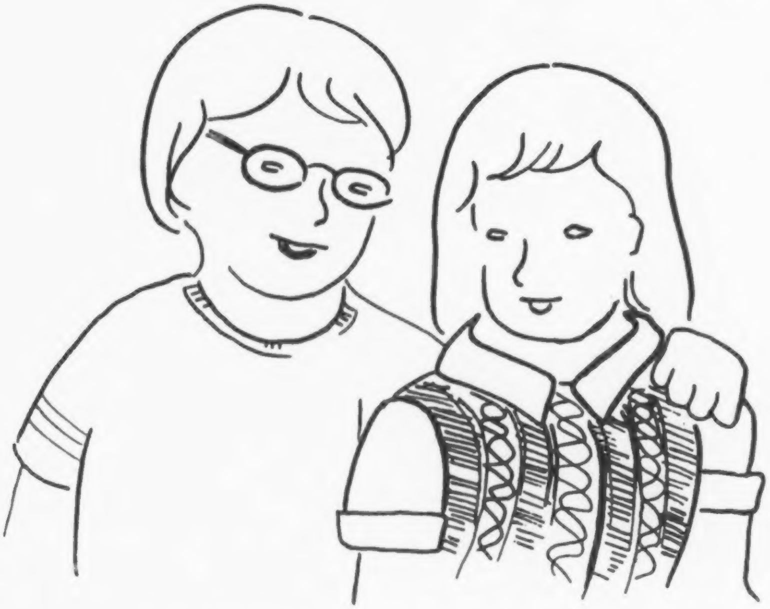
1. List some things you do when you feel sad.

2. Think about a time you felt sad. What did you do when you felt this sadness? Share your experience by writing about it and sharing it with a partner in class.

3. Listen to your partner's experience of sadness.

4. List some reasons for sadness and what you can do to lessen sadness.

5. Think of ways to ease the sadness for others. Write these in the space provided.



Name ______________________

Date ____________ Hour ____________

Activity 4.14
RECOGNIZING ANGER

GOAL:

To help you recognize your anger in yourself.

DIRECTIONS:

1. Listen to leader discuss anger and the story of Empty Lizzie.
2. Fill out "Anger" sheet and discuss responses with your group.

ANGER

Name ______________________

Three things that I get angry about are:

1. ______________________
2. ______________________
3. ______________________

Three things that people get angry at me about are:

1. ______________________
2. ______________________
3. ______________________

Two negative things (bad) I do when I get angry are:

1. ______________________
2. ______________________

Two positive (good) ways I act when I am angry are:

1. ______________________________

2. ______________________________

A time I really lost my temper was. . .

____

____

____

____

A time I almost lost my temper but controlled myself was. . .

____

____

____

____

A time I stored up my anger and took it out on the wrong person. . . .

____

____

____

____

Positive ways I can handle my anger are:

____

____

____

____

IT'S OKAY TO **FEEL** ANGRY. . .
IT'S **NOT** OKAY TO HURT SOMEONE ELSE!

Name ______________________________

Date ______________ Hour ______________

Activity 4.15
DEALING WITH ANGER

GOAL:

To help you understand different ways of dealing with anger.

DIRECTIONS:

1. Identify when you become angry with a friend. Circle the letter which is most nearly the response you gave:

    a. I immediately talk over the problem with my friend.

    b. I immediately express anger to my friend without listening to his/her side of the story.

    c. I express anger to another person who has nothing to do with the problem.

    d. I wait until my anger is gone and discuss the problem with the appropriate friend.

    e. I hold the anger in until it is gone and never discuss the issue with my friend.

    f. Another possible solution: I ______________________________

2. Consider how your response might differ for different situations.

3. Discuss with your group ways of coping with anger.

HOMEWORK:

1. Write a short paragraph about how you can deal with anger.

2. Give an example of how you have dealt with anger between the time when you did Activity 4.15 and start of Activity 4.16.

3. Submit your homework at the next meeting.

Name ______________________________

Date ______________ Hour ______________

Activity 4.16
LEARNING TO FACE FEARS

GOALS:

1. To help you learn more about your fears.
2. To help you learn to develop activities to overcome those fears.

DIRECTIONS:

1. Follow the directions given by your leader.
2. Discuss how to tell when someone is afraid and/or tries to cover it up.
3. Discuss steps to overcome a fear.
4. When the leader instructs, write seven things that you fear on the "What Makes Me Afraid" worksheet. Mark as to whether each is a physical (P) or emotional (E) fear.
5. When the leader instructs, write one fear you would like to overcome and what you can do to overcome it.

____

____

____

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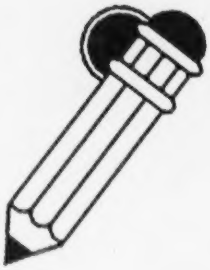
____

WHAT MAKES ME AFRAID



Write seven fears that you have. Then identify which are physical fears (P)—and which are emotional fears (E) such as fear of hurt feelings.

Mark P or E—Is this physical or emotional fear?

P or E

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

One fear I would like to overcome is ______________________________

Something I can do about this fear is ______________________________

Steps to overcome a fear:

1. Recognize it.
2. Share it.
3. Take action. These are some choices:
    - a. Learn more about what you are afraid of.
    - b. Try it.
    - c. Avoid it.
    - d. Ask for help.
    - e. Let go of it—accept it.

Name ______________________________

Date ______________ Hour ______________

Activity 4.17
PUTTING MEANING AND FEELING RESPONSES TOGETHER

GOAL:

To learn to accurately hear feelings, meanings and both together.

DIRECTIONS:

1. Listening for the **meaning** of another is difficult because you must paraphrase what they mean but very briefly.

   Example—Boy: "I have been thinking about joining the scouts. My friends think that's for the birds. . . .they really give me a bad time. But I still want to join."

   You are saying: "that you really want to join scouts even if your friends give you a bad time."

   Practice with a partner sending a message and having them paraphrase meaning.

2. Listen for the **feelings** in the statement and respond with just feelings.

   Example—Peer says: "Here I go again. It is toward the end of the semester and I am way behind on my work, just barely passing. It is like I can't think ahead, one of my friends will come over and I don't want to do homework. Why can't I just say no to my friends and do my homework."

   You say: "You feel frustrated."

   Practice with a partner by sending a message and your partner hearing just the feeling.

3. Try to put the two together (**meaning and feeling**) and respond to these. A good helper can hear both the meaning and feeling of a statement.

   Example—Peer: "I have been really looking forward to meeting the new boy. I have heard so much about him that I want to spend time with him."

   Response: "You feel excited about meeting the new boy in the class."

4. Divide into groups of three and one person play the helper, one the helpee and one the observer. The helpee is to and send at least one message and the helper gives one response with both feeling and meaning. The observer is to use the "Check Sheet on Helping," to record his or her observations during the role-play. The helper listens to the helpee for one statement and responds using the following format. You feel (feeling) ______________________________

   ______________________ because (meaning) ______________________.

5. As observer, use the "Check Sheet on Helping" and the helper feedback.

CHECK SHEET ON HELPING
(For Use by Observer)

Circle the answer as you observe the helper.

1. The helper demonstrated **caring** (listening with the body) to the person being helped.

   a. a little

   b. some

   c. a lot

2. The helper **paraphrased** the feelings of the person being helped.

   a. a little

   b. some

   c. a lot

3. The helper heard both the **feeling** and the **meaning** of the person being helped.

   a. a little

   b. some

   c. a lot

MODULE 5
SENDING
"I"
MESSAGES
SKILLS

SENDING "I" MESSAGES SKILLS

At times you will be upset by someone else's behavior. "I" messages will help you let the other person know that. There will also be times that you have been listening to another person and you have strong feelings about what they are saying so you may use an "I" message to share your feelings. This skill is very valuable as you try to be assertive with others.

Name ________________________________

Date ______________ Hour ______________

Activity 5.1
UNDERSTANDING ASSERTIVE, NONASSERTIVE, AND AGGRESSIVE COMMUNICATION

GOAL:

To help you learn the difference between aggressive, assertive, and nonassertive communication.

DIRECTIONS:

1. Listen as your leader discusses the difference between assertiveness, nonassertiveness, and aggressiveness. Your leader will describe good and bad ways to ask for what you want.

2. Listen as your leader defines and gives examples as assertive, nonassertive, and aggressive characteristics.

3. Learn assertiveness skills which helps one to stand up effectively for one's own dignity, respect, and courtesy without putting others down, while at the same time helping others to state what they want. It involves the ability to express thoughts and feelings in an honest, straightforward fashion that shows respect for the other person. Assertive people feel good about themselves, are open and willing to take risks, and are responsible for their behavior.

   Assertive people

   a. have good eye contact,
   b. appear relaxed,
   c. appear calm,
   d. have facial expressions that are consistent with speech characteristics and content,
   e. talk in a strong firm voice, and
   f. are honest and direct.

   Assertive people also

   a. express feelings and beliefs honestly and directly,
   b. stand up for their legitimate rights,
   c. express respect and empathy for others,
   d. use "I" messages, and
   e. are often willing to select a solution from alternatives.

4. Learn about nonassertive behavior which is an ineffective way of communicating. Individuals who are generally nonassertive have difficulty expressing their opinions, beliefs, and feelings. They do not stand up for their rights and might feel as though they are taken advantage of by others. Nonassertive persons are not honest. They send two messages. Verbally they might say "That O.K." while nonverbally they say "That's not O.K."

Nonassertive people

a. are shy,
b. are anxious and nervous,
c. put others ahead of themselves,
d. allow others to make decisions for them,
e. are not able to say no,
f. feel guilty if they say no, and
g. keep negative feelings inside.

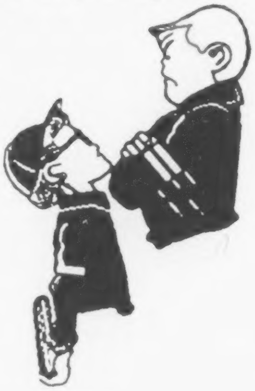
Nonassertive people also are

a. always apologizing,
b. always making excuses,
c. silent, and
d. agreeing often with others.

5. Learn about aggressive behavior which is an ineffective way of communicating. People who are aggressive put others down and violate their rights. They believe the only way to communicate is to yell or cut someone down. Aggressive people try to humiliate, dominate, or put others down. They do not feel good about themselves.

Aggressive people

a. are hostile, sarcastic and blaming,
b. inappropriately try to be the person in charge at the expense of putting others down,
c. glare at others,
d. tighten their facial muscles, and
e. hold their bodies in an attacking or threatening posture (i.e., hands on hips, leaning forward, finger pointing).



Aggressive people also

a. use a loud tone of voice,
b. use "you" rather than "I" statements,
c. use sarcasm,
d. demands their own way, and
e. attack other's self-worth.

6. Reassemble into smaller groups when instructed to do so by your leader.

7. Model in your smaller group one of the three behaviors that your leader asks your smaller group to do.

8. Write what the aggressive behavior looked like to you.

____

____

9. Write how the aggressive behavior felt to you.

____

____

Name ____________________

Date ______________ Hour ______________

10. Write what the nonassertive behavior looked like to you.

____

____

11. Write how the nonassertive behavior felt to you.

____

____

12. Write what the assertive behavior looked like to you.

____

____

13. Write what the assertive behavior felt like to you.

____

____

14. Model as a group the following assertive behaviors:

    a. stand or sit-up straight in a relaxed manner;
    b. look directly at the other person;
    c. keep eye contact;
    d. talk in a calm, full voice; and
    e. be honest and direct.

15. Role-play the following situations when your leader asks you to do so:

    a. A friend asks you to spend the night and you ask your parents.
    b. You want to take some money out of your savings account to buy a new toy.
    c. You want to stay out later than usual.
    d. You want your brother to help you with your math problems.
    e. You want an expensive pair of tennis shoes.
    f. You want to go to the park, and your friends don't.

HOMEWORK

Record of My Assertive, Nonassertive, and Aggressive Behaviors

For the next week keep a record of your behaviors.

1. Identify each behavior as assertive, nonassertive, or aggressive.

2. Briefly describe the behavior.

3. State your feelings at the time of each behavior.

4. Decide whether or not you believe the behavior was appropriate for the situation.

Date	Kind of Behavior	Brief Description of Behavior	Your Feeling At The Time	Appropriateness for Situation

If more space is needed, use plain paper and attach the paper to this workbook.

Be prepared to submit this sheet at the next meeting of your training group.

Name ______________________________

Date ______________ Hour ______________

Activity 5.2

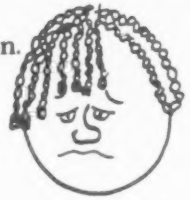
UNDERSTANDING DIFFERENCES AMONG NONASSERTIVE, ASSERTIVE, AND AGGRESSIVE COMMUNICATION.

GOAL:

To learn to behave assertively.

DIRECTIONS:

1. Describe the looks of a nonassertive person. Dora Doormat is such a person.



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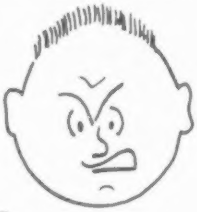
2. When Dora Doormat asks for something, write an illustration of what she says,

____

____

____

3. Describe the looks of an aggressive person. Bully Bart is such a person.



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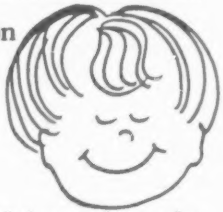
4. When Bully Bart asks for something, write an illustration of what he says,

____

____

____

5. Describe the looks of an assertive person. Straight Sally is such a person



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____

____

6. When Straight Sally asks for something, write an illustration of how she asks straight out and says,

____

____

____

HOMEWORK:

For a week, observe people that look assertive, nonassertive, and aggressive. Describe why they appear to model these behaviors. Write your observations on the sheet entitled "Record of Observations of Others' Assertive, Nonassertive and Aggressive Appearances."

Record of Observations of Others' Assertive, Nonassertive, and Aggressive Appearances

For the next week keep a record of people you observe who appear to have assertive, nonassertive, and aggressive behavior.

Date	What Was Observed The Person's Appearance	Situation

Submit this "Record" at the next meeting.

Name ______________________

Date ____________ Hour ____________

Activity 5.3
ASSERTIVE POSTURING

GOAL:

To learn how to be assertive by your tone of voice and body language.

DIRECTIONS:

1. Watch your leader demonstrate assertive body language.
2. Find a partner.
    a. Person A—use a firm voice and assertive body language and tell your partner "Yes, I want you to."
    b. Person B—use a firm voice and assertive body language and tell partner "No, I will not."
3. Reverse Roles
4. Discuss with the class and your leader how it felt to play each of the roles.

HOMEWORK:

On the next page, complete illustrations of Dora Doormat, Bully Bart, and Straight Sally.

1. Draw a stick figure of a nonassertive Dora Doormat when someone asks her to do something she doesn't want to do.

Dora Doormat

2. Draw Bully Bart when he is being aggressive.

Bully Bart

3. Draw Straight Sally while she is being assertive and saying "NO" straight out.

Straight Sally

Name ______________________________

Date ______________ Hour ____________

Activity 5.4
SENDING "I" MESSAGES

GOAL:

To learn to be assertive using the "I" message.

DIRECTIONS:

1. Use the "I" message as a way to communicate in an assertive way. "I" messages also are helpful in getting out of conflict. Here are the parts of the "I" message:

"I" MESSAGE

I feel ________________________ when you ______________ ______________
and I want you to ____

Example:

Situation:

My brother is making fun of the way I'm talking.

"I" Messages:

"I feel upset when you make fun of me and I want you to stop."

2. As your leader gives situations, give examples of "I" Messages.
3. Divide into groups of three. Your leader will give each group an index card with a situation written on it.
4. Read the situation for your group. One of the group members will respond to the situation using the "you" message and another member will use the "I" Message. The third member is an observer who shows what is seen and heard. Your group has 5 minutes to practice before your leader asks your group to act out your situation for the class.

HOMEWORK:

Practice writing the "I" message by completing the "I Statement Situations Worksheet." Your leader will help you with the first two. Then you complete the others as homework.

I STATEMENT SITUATIONS
WORKSHEET

1. Your friend has been sulking and acting sad all day.

2. Your brother or sister is playing the stereo so loud it is interfering with your finishing your homework.

3. Your brother or sister borrows something and does not return it.

4. You are yelled at by a parent or teacher.

5. Your mom or dad spends an entire day with you doing things you want to do.

6. A friend keeps asking to copy your school work.

7. You have to do a speech in front of the class and someone is giggling.

8. Your mom and dad bring you a gift you have wanted for a long time.

9. Your brother or sister keeps getting into your things at home.

10. You have a fight with a friend over something she said about you.

Name ______________________________

Date ______________ Hour ______________

Activity 5.5
PRACTICING "I" MESSAGES

GOAL:

To learn to send "I" messages.

DIRECTIONS:

1 Write a situation where you would like to be more assertive.

____

____

2. Review the "I" Message Model of Activity 5.4.

"I" MESSAGE

I feel ______________________ when you ______________________
and I want you to ____

3. Divide into groups of three and practice sending "I" messages with your own examples. One person plays the sender of "I" message. Another person plays the role of the person in the situation and the third person is to be the observer. The observer looks for the body behavior of the assertive person, how he or she sounded, and if the person gives a correct "I" message by completing the "I Message Observation Sheet." After each role-play share and discuss what was heard and seen as reflected on the "I Message Observation Sheet."

4. In your role-play, switch and respond empathically to what the other person is doing or saying. Empathy responds were learned in Module 4.

Example:

Situation:

Your friend is calling you names
Student 1: Acts out situation
Student 2: Sends "I" message
Student 2: "I feel irritated when you call me names and I want you to be kinder to me."
Student 1, Response: "Well, you never pay attention to me when I make you mad."
Student 2: Respond empathically, "You are upset because I ignore you?"
Student 1: "Yes, I just want to talk to you at times."
Student 2: "Well, I will try to pay more attention to you in the future."
Student 1: "I will try to be kinder to you."

"I" MESSAGE OBSERVATION SHEET

Watch the person giving the "I" message. Check if the person did the following:

	YES	NO
a. Gave good eye contact	____	____
b. Appeared calm	____	____
c. Talked in firm strong voice	____	____
d. Acted honest and direct	____	____
e. Said "I" message correctly	____	____

HOMEWORK:

Have a record of three or more times this week that you used "I Messages" and what the results were.

Date	Situation	"I" Message You Sent	What the Other Person Did When You Used "I" Message

MODULE 6
HELPFUL QUESTIONING SKILLS

HELPFUL QUESTIONING SKILLS

At times when you listen to another person you might need to help the interaction along. Learning how to send effective questions will help facilitate the conversation. Questioning is also a good skill to use in groups as you lead small discussion groups.

Name ______________________________

Date ____________ Hour ____________

Activity 6.1
LEARNING ABOUT HELPFUL QUESTIONING

GOAL:

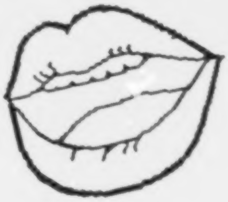
To learn more about questions that are helpful.

INFORMATION:

There are good questions and poor questions. They are known as open questions and closed questions.

Open questions cause us to talk more, for example, "Could you tell me more about your favorite sport?"

Closed questions tend to receive "yes" or "no" answers and often lead to stopping communication, for example, "Are you going to the movies Saturday afternoon?"



There are other kinds of questions such as ones that make you feel bad and some that make you feel like others care. Some people can ask questions and it's O.K. and others can ask questions and you feel irritated or scared.

DIRECTIONS:

1. Mark each of the following questions as to whether it is an open question or a closed question.

	Open	**Closed**
a. Given this information, what would you do?	_____	_____
b. Who was John Kennedy?	_____	_____
c. Do you like milk?	_____	_____
d. Tell me about your feelings about school	_____	_____
e. How do you show you are happy?	_____	_____
f. Tell me more about your problem with your brother	_____	_____

2. After completing Item 1, discuss as a class the answers and why each is marked as it it.

3. Write two open questions.

   a. ______________________________

   b. ______________________________

4. Write two closed questions.

   a. ______________________________

   b. ______________________________

5. Rearrange yourselves into groups of two.

6. Practice with your partner asking each other questions written in Items 3 and 4.

7. After completing Item 4, discuss as a class what the effects were.

HOMEWORK:

Keep a record this next week of open questions and closed questions asked of you and write how each made you feel and/or behave.

Question	**Check**		**How You Felt and/or Behaved**
	Open	Closed	

Be prepared to submit your homework at the next meeting.

Name ____________________

Date ____________ Hour ____________

Activity 6.2
OPEN QUESTIONS

GOAL:

To help you more fully understand the difference between open and closed questions.

DIRECTIONS:

1. Learn what open questions can do.

    a. start a conversation.

    Example: "How do you feel about reading?"

    b. Tell more about the subject.

    Example: "Tell me more about how you feel about reading."

    c. Help understand the situation better.

    Example: "Give me examples of how reading is a problem for you."

    d. Help focus on feelings.

    Example: "How do you feel when you have difficulty reading?"

2. Learn what closed questions can do.

    a. Give just the facts.

    Example: "What grade did you make in reading?"

    b. Show that the helper is not really interested in the person.

    Example: "Why don't you practice reading every day to improve your grade?"

    c. Often stop communication.

    Example: "Why didn't you do better in reading?"

3. Discuss and give examples of open questions and closed questions with the leader and other group members.

4. Write an open question for each of the following two situations:

   a. Your friend is having trouble with math. He looks upset.

      Open question: ______________________________

   b. Your neighbor tells you that she had a terrible.

      Open question: ______________________________

5. Discuss the examples of open question in Item 4 with the class.

6. Identify three situations in which open questions would be helpful, tell why, and give example of an open question that might be appropriate for the situation.

Situation	Open Question Used	Outcome

7. Discuss as a group responses to Item 6.

HOMEWORK:

During the next 24 hours note the open questions you use, the different situations in which used, and the outcome (what you observed or heard)

Situation	Open Question Used	Outcome

Be prepared to submit at next class meeting.

Name ____________________

Date __________ Hour __________

Activity 6.3
PRACTICE OPEN QUESTIONING

GOAL:

To help you to practice open questioning in an interview.

DIRECTIONS:

1. Recognize the use of open questions in an interview:

    a. start an interview,
    b. keep the interview going,
    c. clarifying feelings, and
    d. learn more about the issue.

2. Review your skills of empathy (Module 4) and caring (Module 3) and how to use those skills in interviewing.

3. Form groups with three in each group.

4. Identify one person to play the role of the helper, one person to play the role of the helpee, and one person to be the observer.

5. As helpee, play the role of a person having a problem, such as problem with a friend, difficulty with a school subject, or a fight with an older brother or sister.

6. As helper, use open questions to bring out information, feelings, and general experiences and also to use attending and empathy skills while interviewing.

7. As observer, complete the "Observation Sheet" while the interview is being done and then share your feedback (observations and what you heard) after the interview ends.

8. Change roles, use a different situation, and repeat items 5, 6, and 7.

9. Change roles again and repeat so that each person has performed the three roles.

10. Discuss as a group what occurred in your groups when role playing.

OBSERVATION SHEET

DIRECTIONS: Mark (X) as you observe.

	YES	NO
1. Open questions were used to		
a. Start conversation	☐	☐
b. Keep the interview going	☐	☐
c. Clarify feelings	☐	☐
d. Learn more about the subject	☐	☐
2. Empathy:		
a. Put feelings into words	☐	☐
b. Put content into words	☐	☐
3. Caring:		
a. Looked interested in person talking	☐	☐
b. Used appropriate behaviors	☐	☐

HOMEWORK:

1. Watch for a time when you possibly can help someone by talking with him or her.
2. During your interview (talk) use open questions, caring skills, and empathy skills.
3. Write an account of your interview.
4. Be prepared to submit your homework at the next meeting

MODULE 7
CONFLICT RESOLVING SKILLS

CONFLICT RESOLVING SKILLS

At times you may disagree with a friend or family member. Often these disagreements turn into fights. This is called conflict. The skills you will learn in this module will help you solve situations in a positive way. Also at times when you are on the playground or in the lunch room, you might listen to others in conflict. These skills will help you prevent or solve conflicts of others.

Name ____________________

Date ____________ Hour ____________

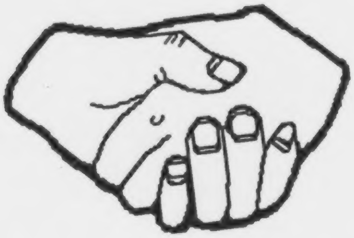
Activity 7.1
INTRODUCTION TO CONFLICT RESOLUTION

GOAL:

To learn the importance of solving conflicts effectively.

DIRECTIONS:

1. Think about the word "conflict." What does it mean to you?
2. Think of various situations in which conflict occurs. Listen as your leader discusses the impossibility of avoiding conflict and means of dealing with conflict.
3. Think of some conflict situations most common to you.
4. Tell your leader the way you might handle conflict as your leader categorizes them on the board.
5. Discuss with your leader and the class the concept of winners and losers in conflicts.
6. Take a look at the "Conflict: My Actions and Feelings." Complete the worksheet when your leader asks you to do so.
7. Decide of the categories your leader wrote on the board which raised the most serious conflict issues for you from your worksheet.
8. Submit your "Conflict: My Actions and Feelings" to your leader.



HOMEWORK:

1. Decide what goals you need to set for yourself about solving conflicts.

2. Think of situations in which you could improve and write them here.

3. Think about another student who needs help with conflict. With what kind of conflict does this person get involved?

4. Complete the following statements concerning conflict.

   a. My goal:

   b. Where I need to improve:

   c. Someone I know has a conflict situation and the way I might assist positively is

5. Be prepared to submit the "Conflict: My Actions and Feelings" and the homework at the next meeting.

Name ______________________________

Date ______________ Hour ______________

CONFLICT: MY ACTIONS AND FEELINGS

Answer each question as honestly as you can. After experiencing conflict, describe your feelings in the last column. The purpose of this exercise is to see how you handle conflict situations.

	CONFLICT SITUATION	WHAT I USUALLY DO	HOW I FEEL
1	When someone calls me a name . . .		
2	When someone says it's my fault when it isn't . . .		
3	When I get pushed in line . . .		
4	When someone yells at me . . .		
5	When someone tries to get me to fight . . .		
6	When someone tries to talk me into doing something I don't want to do . . .		
7	When someone talks behind my back and lies about me . . .		

WRITE "A" IF YOU AGREE OR "D" IF YOU DISAGREE WITH THE STATEMENTS BELOW.

____ As long as there are people there will be conflict.

____ A conflict can be as small as an argument or as large as a war.

____ In a conflict there will always be a winner and a loser.

____ Conflicts between individuals or nations can sometimes be resolved in ways other than violence and war.

When I get angry I ______________________________

I am ______________ am not ______________ satisfied with the way I now solve conflicts.

I would ______________ would not ______________ like to learn ways to solve conflicts.

Activity 7.2
GETTING ATTENTION

GOAL:

1. To learn positive ways to get attention.
2. To better understand how negative ways of obtaining attention often lead to conflict.

DIRECTIONS:

1. Define "attention" and discuss this with the class.
2. Think about how you get attention from others.
3. Mark by circling the number in the Attention Checklist the amount of attention you receive from those listed and the amount of attention you need from others.

ATTENTION CHECKLIST

	Very Low	Low	Medium	High	Very High
a. From your parents	1	2	3	4	5
your friends	1	2	3	4	5
your teachers	1	2	3	4	5
other students	1	2	3	4	5
relatives	1	2	3	4	5
b. The amount of attention you need from others	1	2	3	4	5

4. Discuss both positive and negative ways to get attention. Your leader will write class suggestion on the board.
5. Write three ways that you get attention in a positive manner.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

Name ______________________

Date ____________ Hour ____________

6. Write three ways that you get attention in a negative manner.
   a. ______________________
   b. ______________________
   c. ______________________

7. With your leader's directions, discuss how negative attention often leads to conflict.

8. Write how satisfied you are with attention
   a. you receive from others. ______________________
   b. you give to others. ______________________

9. Brainstorm positive ways to give and receive attention. These are additional ways to those listed in Item 4.

10. Write what you would like to change
    a. in how you receive or obtain attention from others. ______________________
    b. in how you give attention to others. ______________________

HOMEWORK:

In the space below, write a personal goal to obtain attention in a positive way. Be as specific as you can.

1. Goal:

   Example: To have Mom express appreciation to me.

   My Goal:

2. Behavior on your part to achieve the goal.

   Example I will clean and straighten up my room and leave the door open so that Mom can see what I did.

   My behavior will be

3. Be prepared to submit your homework at the next meeting.

Name ______________________________

Date ______________ Hour ____________

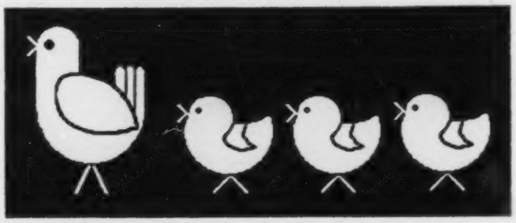
Activity 7.3
WHAT ROLE ARE YOU?

GOAL:

To see the importance of roles in cooperating with one another.

DIRECTIONS:

1. Listen carefully as your leader introduces activities to be completed in your group. Your leader will award points according to how much of the activity your group completes.
2. When time is up at the first task or station, move to the next station. Repeat until your small group has worked at the task at each station.
3. After completing all the tasks (Item 2), complete the following



COOPERATION AND ROLES QUESTIONNAIRE

a. Who was the leader of your group?

b. Why was that person the leader?

c. Were there any observers or nonparticipants in your group?

d. Did your group have a rebel, or a person that always challenged the leader's decisions?

e. How did the leader help with the group's decisions?

4. Think about the importance of cooperating. How big a role did cooperation play when your group worked at each station your leader assigned? Write your observations in the space below.

____

____

____

____

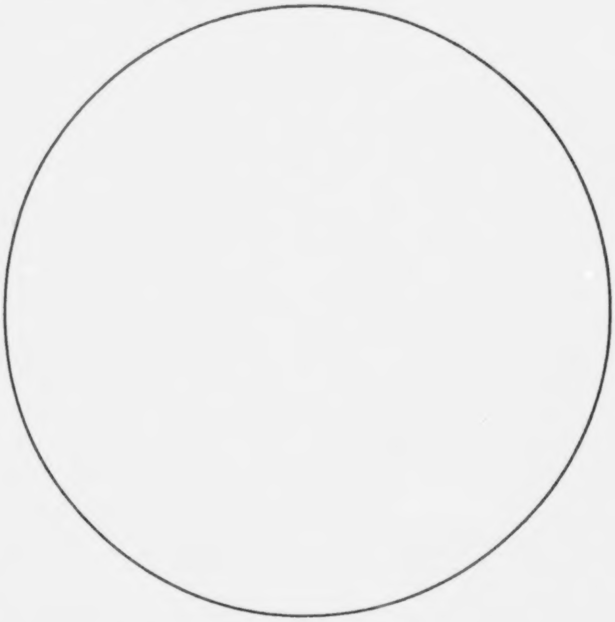
5. Discuss in the total group your answers to Items 3 and 4.
6. Discuss in the total group different roles people often have or take when they are with other people, for examples follower, leader, observer, helper, clown, loner, and rebel.
7. Discuss, as a class, how these experiences in this Activity 7.3 relate to everyday life.

HOMEWORK:

1. Complete the "Roles" sheet in the Workbook.
2. Be prepared to submit the homework at the next meeting.

ROLES

The circle represents all of the time you spend with other people. How much of the time are you a follower? A leader? An observer? A helper? A clown? A loner? A rebel? Divide the circle into wedges like a pie and label the parts.



Parts:

a. follower

b. leader

c. observer

d. helper

e. clown

f. loner

g. rebel

h. other (specify) ______________________

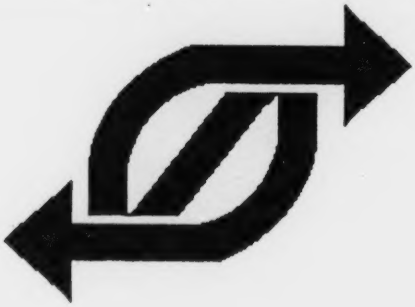
____

____

Name ______________________

Date ____________ Hour ____________

Activity 7.4
THE SEE SAW GAME



GOAL:

To help you understand that conflict goes nowhere and that a person controls conflict by walking away.

DIRECTIONS:

1. Listen as your leader defines a see-saw.
2. Keep in mind that this activity is only to show you to walk away from conflict. Brainstorm with the class some harmful comments you have made or have been made to you.
3. Watch as your leader asks two students to demonstrate how the see-saw works.
4. Observe what happens when one of the demonstrators walks away from the see-saw.
5. Discuss with your leader and the class who wins the see-saw game and how you can do things to prevent the see-saw game in your relationships with others.

HOMEWORK:

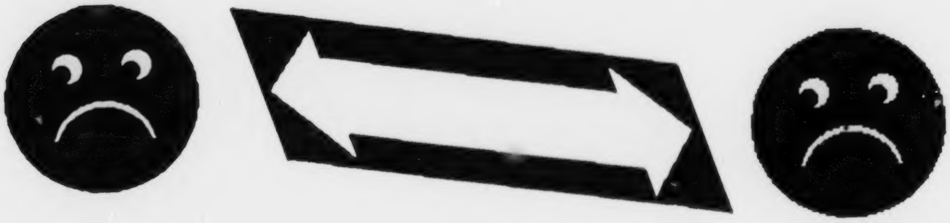
1. Turn to the "Tug-of-War Activity" sheet in your workbook. Complete this sheet after thinking about situations where you feel one person is tugging one end while you are tugging the other end.
2. During this next week, complete the following:

Situation Noticed Where People Were in Conflict	How Did the Conflict Stop? Results?	Record Your Feelings About This Event

3. If you can conveniently do so, bring a tape recorder and a blank tape to the next class session.
4. Be prepared to submit your homework at the next meeting.

TUG-OF-WAR ACTIVITY

WHAT MAKES YOU FIGHT BACK AND FORTH WITH ANOTHER PERSON? LOOK AT THE TWO SAD FACES ACROSS FROM THE ARROW. WRITE WHAT THEY MIGHT BE ARGUING ABOUT IN THE SPACE BELOW THE DRAWING.



What feelings do you have when you are in a tug of war?

How does it feel when you win?

How does it feel when you lose?

Can you think of anything you could do differently? If so, write your ideas below.

Name ______________________________

Date ______________ Hour ______________

Activity 7.5
RELAXATION AND IMAGERY EXPERIENCE

GOAL:

To learn deep relaxation and imagery experience.

DIRECTIONS:

1. Listen as your leader explains and demonstrates the difference between tension and relaxation.
2. Listen as your leader explains that imagery is used to help people improve in many ways.
3. Listen carefully, your leader will explain that relaxation and imagery go together.
4. Listen to your leader as you are given instructions for a relaxation and imagery experience.
5. Write your comments about the experience.

   ____

   ____

   ____

   ____

6. Discuss your reactions of your experience.

HOMEWORK:

1. Practice everyday this next week the relaxation and imagery activity. Use your tape if you make one during Activity 7.5.
2. After a couple of days of practice, recall a conflict situation and try to use the relaxation and imagery activity to resolve it. Then in the Workbook complete two pages. One is entitled "Draw Picture of Yourself in a Conflict Resolution" and the other is entitled "Draw a Picture of Yourself Relaxed and Dealing with Conflict Resolution."
3. Before the next class session, complete the page in the Workbook entitled "Comments Related to Image Experiences."
4. Be prepared to submit your homework at the next meeting.

DRAW A PICTURE OF YOURSELF IN A CONFLICT RESOLUTION

How strong was the image? ____________________

How clear was the image? ____________________

Name ______________________________

Date ____________ Hour ____________

DRAW A PICTURE OF YOURSELF RELAXED AND DEALING WITH CONFLICT RESOLUTION

How strong was the image? ______________________________

____

____

How clear was the image? ______________________________

____

____

COMMENTS RELATED TO IMAGE EXPERIENCES

1. How tense did you feel before the relaxation and imagery experience?

2. What situation did your first image reflect?

3. How did you feel as you drew your second image?

4. How did you look in the second image?

5. How did you sound in your second image?

6. Record events during the week where you were able to use your imagination to relax as you were dealing with a conflict.

Name ______________________________

Date ______________ Hour ____________

Activity 7.6
CHANGING NEGATIVE THOUGHTS INTO POSITIVES

GOAL:

To learn that one of the keys of developing self-esteem and reducing conflict is to talk positively to oneself.

DIRECTIONS:

1. Discuss with the group and your leader what self-esteem is and what differences are between high and low self-esteem.
2. Look at pictures presented by your leader and identify those with high self-esteem and those with low self-esteem.
3. Discuss the kinds of messages said when people feel good about themselves compared to messages said when people feel bad about themselves.
4. Complete the page in the Workbook entitled "Self-Talk."
5. After completing the "Self-Talk" sheet, discuss with the class.

HOMEWORK:

During this next week record those times when you experienced very positive self-esteem and those times when you experienced very negative self-esteem. Complete the sheet on "Self-esteem and Self-talk."

SELF-ESTEEM AND SELF-TALK

Situations When I Had Very Positive Self-Esteem	Self-Talk During the Situation

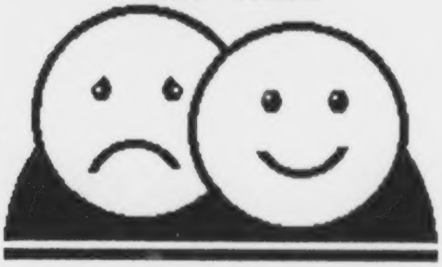
Situations When I Had Negative Self-Esteem	Self-Talk During the Situation

Name ______________________________

Date ______________ Hour ______________

? ? ? ? ? ? ? ? ? ? ? ? ?

SELF-TALK



List some sentences that the happy faced person is saying inside.

1. ____
____

2. ____
____

3. ____
____

List some sentences that the sad-faced person is saying inside.

1. ____
____

2. ____
____

3. ____
____

? ? ? ? ? ? ? ? ? ? ? ? ?

Activity 7.7
CANCELLING NEGATIVE THOUGHTS

GOAL:

To learn to cancel negative thoughts.

DIRECTIONS:

1. Look at the picture your leader has of a person who is feeling down. Discuss what that person thinks of himself or herself.
2. Discuss with your leader what "cancel" means.
3. Listen as your leader explains how cancelling is a way to combat poor self-esteem.
4. Listen as your leader explains how to combat negative thinking. Write the process in the spaces below.

   a. ______________________________

   b. ______________________________

   c. ______________________________

5. Review the above process by role-playing with the class.
6. Review with your leader the following on inner-voices:

INNER-VOICES

JEAN: Yo, Dana. How are you doing?

JEAN'S INNER VOICE: I'm glad I found someone to talk to.

DANA: I'm O.K.

DANA'S INNER VOICE: I'm surprised Jean talked to me. I didn't think she liked me!

JEAN: We sure had a tough run in gym today.

JEAN'S INNER VOICE: I'm running farther and faster than I used to. I might get pretty good if I keep improving!

DANA: Yeah. I hate running.

DANA'S INNER VOICE: I'm never going to be any good at running. It's too hard.

Name ____________________

Date ____________ Hour ____________

HOMEWORK:

1. Look at the page entitled "Cancel Negatives."
2. Think about a time when you gave yourself a negative message. Write about that time on the worksheet.
3. What did you think about during those times?
4. Remember to use the "cancel" sign or "stop" sign when you start to think negatively.
5. Write out a thought on your worksheet that will help you do your best.
6. Be prepared to share your positive thoughts with the group at the next session.

CANCEL NEGATIVES

1. Tell about a time when you gave yourself a negative message.

2. What do you think to yourself at these times?

3. Learn to ask yourself if this thought is helping you to do your best. If the answer is "NO" then **CANCEL!!**

4. Write out a thought that will help you to do your best.

Name ____________________________

Date ______________ Hour ______________

Activity 7.8
CONFLICT STOPPERS

GOAL:

To learn a number of ways to avoid or stop conflict.

DIRECTIONS:

1. Study the "4-Step Conflict Stoppers." Notice that the ideas of solving conflict are grouped under four simple steps. Some of these are ideas that you have already learned about in your peer helper training.

4-STEP CONFLICT STOPPERS

1. STOP

Spot Conflict

Decide to Get Involved

2. LOOK

Stay Relaxed

Send Positive Message to Self

3. LISTEN

Use Empathy

Give I Message

Give New Idea

4. THEN ACT

Get Adult Help

2. Discuss in the class session the meanings of each of the four steps.
3. On the card the leader will give you, write a conflict situation that has happened to you.
4. Regroup into small groups of three and then role play your conflict.
    a. First, practice it with another member of your group. The third member will observe and give feedback afterwards.
    b. Second, practice it using the "4-Step Conflict Stoppers."
    c. Rotate so that each of you in your group has an opportunity to role-play his or her conflict as written on the card.
5. Perform one of your role-plays in front of the class and discuss these as directed by your leader.
    a. What error did the person make that got him or her into the conflict situation?
    b. How did the group handle the conflict?
    c. What other ideas might have been helpful to resolve the conflict?
6. Discuss ways as a group that you have learned to avoid conflict.
7. For a goal for yourself, write in the space below steps you will follow to avoid conflict.

HOMEWORK

1. On the sheet entitled "Getting Along with Others," write your responses for the four cases.
2. Be prepared to sumbit your homework at the next meeting.

Name ____________________

Date ____________ Hour ____________

GETTING ALONG WITH OTHERS

CASE 1

John was standing in line waiting to go to lunch. Another student named Jack crowded in front of John and said, "Get out of the way. This is my place, not yours!" What should John do to avoid conflict?

CASE 2

Lisa was Mary's sister. When they got home after school, Lisa would turn her stereo up as loud as it would go. This was really bothering Mary. What should she do to avoid conflict?

CASE 3

Wayne and Doug were playing outside at recess. Doug turned toward Wayne and called him a bad name. He then started asking Wayne to fight. He kept calling him a "chicken" and a "dork." Wayne is really mad and upset about this and is ready to fight. What should he do to avoid conflict?

CASE 4

Joy was a popular girl in school. She was liked by most of her classmates. One day she was told by another girl that Kate was spreading rumors about her that were not true. Joy found Kate and several girls whispering in the lunchroom and looking over at her and laughing. Joy was very upset. The girls started to walk toward her pointing and laughing. What should Joy do to avoid conflict?

MODULE 8
DECISION MAKING
AND
GOAL SETTING
SKILLS

DECISION MAKING AND GOAL SETTING SKILLS

Decision making can be hard to do. Often we must consider what is important to us, what we value, what others think, and finally what we can do. After making a decision, then we must put those decisions into practice.

Name ______________________________

Date ______________ Hour ______________

Activity 8.1
MAKING DECISIONS WITH CLAY

GOALS:

1. To work with the clay and have fun with it.
2. To learn that decisions are involved even in leisure situations.

DIRECTIONS:

1. Observe and follow the three rules your leader writes on the board.
2. Wait as your leader passes out the clay.
3. Make whatever you wish out of the clay provided or enjoy it at your desk in whatever way you wish.
4. Share your creation with the class.
5. Mold the clay into a ball and return it as directed by your leader.
6. As your leader picks up the clay, write answers to all of the following questions:
   a. How difficult was it to decide what to do with the clay?

   ____

   ____

   ____

   b. Did you feel you had to have a finished product?

   ____

   ____

   ____

   c. What decisions were involved in working with the clay?

   ____

   ____

   ____
7. Discuss as a group the topics raised by your leader.

Activity 8.2
A FIXED CHOICE GAME

GOALS:

1. To help you look at how you and others make choices.
2. To experience choice making when no right or wrong answer exists.

DIRECTIONS:

1. Listen as your leader instructs you on how to play this game.
2. Have fun doing the things your leader asks you to do in the game.
3. After completing the game, write answers to the following:

   a. What were some of your feelings about your decisions? ____________________

   ____

   ____

   b. What did you learn about how others in the group made decisions? ____________

   ____

   ____

   c. What did you learn about yourself about how you make decisions? ____________

   ____

   ____

4. Discuss in the group answers to questions in Item 3.
5. Think about the risk taking you felt when making the decisions and discuss these in the group.
6. Discuss the role of your personal goals and values in decision making.

Name ______________________________

Date ______________ Hour ____________

Activity 8.3
DECISION POINT

SCHOOL
ZONE

GOAL:

To help you understand decision making as choices between two or more things.

DIRECTIONS:

1. Listen as your leader explains that the decision point occurs when you make a choice between two or more things.
2. Brainstorm (quickly recall) decisions you have made today. (What to have for breakfast? What to wear?)
3. Think about and discuss in the group the following:
    a. Are some decisions made for you?

    b. Which ones?

    c. By whom?

    d. Why must some decisions be made for us by others?

4. Think about how you make decisions, such as habits, likes, dislikes, and pressure from others, and notice how you make the decisions as your leader gives you some things to do.

5. Discuss within the group how you made your decisions and what things entered into the process.

Name ______________________________

Date ____________ Hour ____________

Activity 8.4
PREDICTING CONSEQUENCES

GOAL:

To help you understand that actions often have consequences.

DIRECTIONS:

1. Listen as your leader explains the importance of predicting consequences.
2. List all the consequences you can for each of the following decisions. Then label each consequence as good or bad.

	Good	Bad
a. Your family decided not to have a telephone.	______	______
Consequences ______________________________		
______________________________		
______________________________		
b. The grocery store owner in your neighborhood decided to close the store.	______	______
Consequences ______________________________		
______________________________		
______________________________		
c. The firefighters decided not to come to a fire.	______	______
Consequences ______________________________		
______________________________		
______________________________		

	Good	Bad
d. The teachers decided to stop teaching.	________	________
e. The children decide not to come to school anymore.	________	________
f. Gas stations decided not to sell anymore gasoline.	________	________
g. The children in your class decided to leave all their supplies out instead of putting them away.	________	________
h. The city decided to make a new park in the neighborhood near your home.	________	________

d. The teachers decided to stop teaching.

Consequences ______________________________

____

____

e. The children decide not to come to school anymore.

Consequences ______________________________

____

____

f. Gas stations decided not to sell anymore gasoline.

Consequences ______________________________

____

____

g. The children in your class decided to leave all their supplies out instead of putting them away.

Consequences ______________________________

____

____

h. The city decided to make a new park in the neighborhood near your home.

Consequences ______________________________

____

____

3. Discuss as a group answers to each part of Item 2 and, as you do, note how looking at consequences can help in making decisions.

4. Write what you have learned about thinking about and listing possible consequences before making decisions.

____

____

____

____

____

Name ______________________________

Date ______________ Hour ______________

Activity 8.5
CHOICES

GOAL:

To help you understand your values.

DIRECTIONS:

1. Define value and enter into the discussion as your leader asks you to do so.
2. Think about and write how your values affect your choices.
3. Complete the sheet in the Workbook, entitled "What Do I Value?"
4. After completing Item 3, move into smaller groups as directed by your leader.
5. Discuss in your small group the reason(s) behind your choice. Notice the differences in reasons among members of your group even when the choices are similar.
6. Discuss the items your leader will ask you to consider.

HOMEWORK:

Before the next group meeting, please complete the following:

1. Write a real life situation which required you to make a choice.

____

____

____

2. List some values that you hold that affected your choice.

____

____

____

3. Identify some of the positive consequences that might occur from your decision.

____

____

____

4. Identify some of the negative consequences that might occur from your decision.

____

____

____

5. Be prepared to submit your homework at the next meeting.

WHAT DO I VALUE?

DIRECTIONS:

1. Select from this list the three that you value most. Place a "M" before those three.
2. Next select from this list the three that you value least. Place a "L" before those three.
3. Then write what you learned about yourself.

Three Valued Most	Three Valued Least	Things
________	________	Honesty
________	________	Financial Security (Enough money to live comfortably)
________	________	An exciting life (A fun, active life)
________	________	A world of peace (A world free from wars and fighting)
________	________	Health (Having good physical and emotional health)
________	________	Religion (Having religious beliefs)
________	________	Self-Respect (Respecting and liking yourself)
________	________	Loyal Friendship (Having close friends and being loyal to them)
________	________	Intelligence (Being smart, educated)
________	________	Family togetherness (Being part of a family)
________	________	A world of equality (Equal rights for everyone)
________	________	Trust
________	________	Responsibility
________	________	Other ____________________________

I learned. . . . .

____

____

____

Name ______________________

Date ____________ Hour ____________

Activity 8.6
FINDING WORDS TO EXPRESS VALUE

GOAL:

To help you understand some of the words that are values.

DIRECTIONS:

1. Complete the sheet entitled "Finding Words to Express Value."
2. After completing the puzzle, think of other words that represent values and write them below.

____

____

____

____

____

____

____

3. If time permits, use the words you wrote in Direction No. 2 and make a puzzle like the one you worked in Direction No. 1.

____

____

____

____

____

____

____

FINDING WORDS TO EXPRESS VALUE

DIRECTIONS:

Some words in the box below will tell you some good qualities for boys and girls to have in school and at home. The words are mixed in with all the letters you see in the box. You can find the words sometimes in a row of letters that goes forward or backward or in a row that goes up and down. Some words might go in a diagonal line. Draw a circle around each word as you find it. The words listed at the bottom are the ones for which you are looking.

A	G	E	D	N	S	R	K	W	H	I	M	B	U	H
R	L	U	F	T	S	U	R	T	O	D	Q	P	L	L
S	O	P	R	S	H	E	L	P	F	U	L	Z	I	O
B	L	S	T	H	O	U	G	H	T	F	U	L	Y	Y
K	U	I	C	D	X	A	L	E	L	W	O	C	P	A
N	F	N	B	E	Y	B	E	A	R	Y	G	L	Q	L
S	H	C	N	E	A	T	T	R	U	T	H	F	U	L
I	T	E	H	I	N	D	R	A	G	G	O	R	D	I
E	I	R	K	C	H	O	N	E	S	T	O	A	R	D
L	A	E	I	R	Y	B	T	H	S	T	E	V	E	G
H	F	W	M	B	R	E	L	I	A	B	L	E	S	Z
G	O	O	D	Z	N	E	Y	W	P	L	Y	R	K	A
A	W	Y	L	D	N	E	I	R	F	L	I	G	I	N
Y	A	H	E	R	Z	S	Z	A	P	A	T	C	N	M
M	T	K	A	L	Q	B	O	H	F	P	S	E	D	U

List of words to find in the group of letters above.

honest
friendly
sincere
thoughtful
helpful
loyal
kind
faithful
reliable
fair
good
trustful
truthful

Name ________________________________

Date ______________ Hour ______________

Activity 8.7
MAKING DECISIONS

GOAL:

To help you understand that values influence decisions.

INTRODUCTION:

Everybody makes decisions daily. Some of the decisions are more important than others. Some are so important they require thought, study, and investigation before a decision is made, while others are "automatic."

DIRECTIONS:

1. Discuss with the leader and the group the idea of all people making decisions every day.
2. Complete the sheet entitled "Typical Decisions."
3. Discuss your feelings after completing Item 2.
4. From the sheet entitled "What Do I Value?" that you completed in Activity 8.5, take two of your three most valued and complete as shown in the example.

Example: I value "health" very much.

As a result I will be concerned about my decisions

in what I eat,
in cleanliness of food I eat,
in exercise I get,
in smoking and in being around people who smoke a lot.

a. I value ________________________________ very much.

As a result I will be concerned about my decisions

____

____

____

b. I value ________________________________ very much.

As a result I will be concerned about my decisions

____

____

____

TYPICAL DECISIONS

DIRECTIONS:

The following table lists decisions faced by many students daily. Read the list and consider how YOU would make each decision. Check the appropriate category. If an example is not appropriate for you, leave that one blank.

TYPICAL DECISION	CATEGORY	
	Automatic	Must Think About
1. To get up early or late in the morning	______	______
2. What to eat for breakfast	______	______
3. To lie	______	______
4. To criticize a friend behind his/her back or to his/her face	______	______
5. Whether or not to smoke	______	______
6. To perform an assigned job	______	______
7. What to read	______	______
8. To study or watch TV the night before a test	______	______
9. When to come home at night	______	______
10. To tattle on friends	______	______
11. To go to school	______	______
12. To go to church	______	______
13. What to do with trash	______	______
14. What to buy for a present	______	______
15. To save part of your allowance	______	______
16. At whose house to stay overnight	______	______
17. To wear make-up	______	______

Name ______________________________

Date ______________ Hour ______________

Activity 8.8
DECISION MAKING

GOAL:

To help you learn a model for making decisions.

DIRECTIONS

1. Discuss with your leader the "5-Step Process" needed in decision-making.

5-STEP PROCESS

a. State the problem clearly. List the goals or objectives that are to be achieved.

b. Search for alternatives. List as many choices and alternatives as possible.

c. List the pros and cons for each alternative. Think about probable consequences for each alternative.

d. Choose the best alternative after weighing and analyzing the probable consequences for the alternatives.

e. Check it out, that is, check your decision out with a trusted adult.

2. Go through the examples below using the "5-Step Process" for making decisions.

a. What clothes to wear.

b. Whether to talk to your friend on the playground before school or to study a little longer for the upcoming social studies test.

c. Whether to cheat on a test for which you are not prepared, or to do the best you can on your own.

d. Whether to ride the bus home or walk with friends.

e. What to bring to school for lunch.

f. Whether to give your book report today or try to get out of it until tomorrow.

g. Whether to go to a friend's party Saturday night or go to a baseball game with Dad.

h. Whether or not to volunteer to show your report card to your parents or wait until they ask.

i. Whether or not to tell your friend some unpleasant gossip that you have heard.

j. Whether or not to share your cookies with your friend at lunch.

3. Listen to the story that your leader will read. Then go through the decision-making process.

   a. State Randy's problem clearly.

   b. State alternative actions for Randy.

   c. List pros and con (consequences) of each alternative.

   d. Choose the alternative that seems best.

   e. Select an adult to whom Randy can go to "check out" his decision.

Name ______________________________

Date ____________ Hour ____________

Activity 8.9
RELATING VALUES TO DECISIONS

GOAL:

To help you understand what is behind your decisions.

DIRECTIONS:

1. Enter into a discussion with your leader and group members about understanding the why behind decisions.
2. Review definition of value that you wrote in your workbook Activity 8.5, Item 1, and modify if you have changed your concept (Write answer below).

   ____

   ____

   ____

3. Review values you identified in Activity 8.5 on the sheet entitled What Do I Value? And then list other values held.

   Values held: ____

   ____

   ____

4. Write an important decision that you have made within the last year and identify what values you hold that helped you in making the decision.

   a. Decision I made: ____

   ____

   ____

   b. My values that helped me make the decision: ______________________

   ____

   ____

5. Share, if you feel comfortable doing so, your decision as written in Item 4a.
6. As decisions are shared, guess values that the person has that were important and might have been significant in the decision making.

Activity 8.10
RECOGNIZING GOALS AND RESPONSIBILITIES

GOAL:

To understand that goals have values behind them.

DIRECTIONS:

1. Define responsibility, and write your definition in the space below.

2. Define goals, and write that definition in the space below.

3. List two goals you have

   a. at school

      (1) ______________________________

      (2) ______________________________

   b. at home

      (1) ______________________________

      (2) ______________________________

4. Discuss with your leader and the group how you are responsible for the goals you listed in Item 3.

5. Discuss how others are dependent upon you in reaching your goal and how they value you as you achieve those goals.

Name ______________________________

Date ______________ Hour ______________

Activity 8.11
WISH UPON A STAR

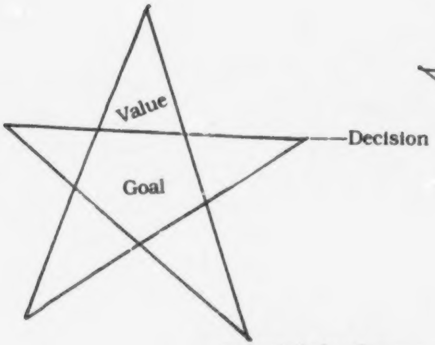
GOAL:

To help you understand that once you set a goal then you will need to make decisions to help achieve the goal.

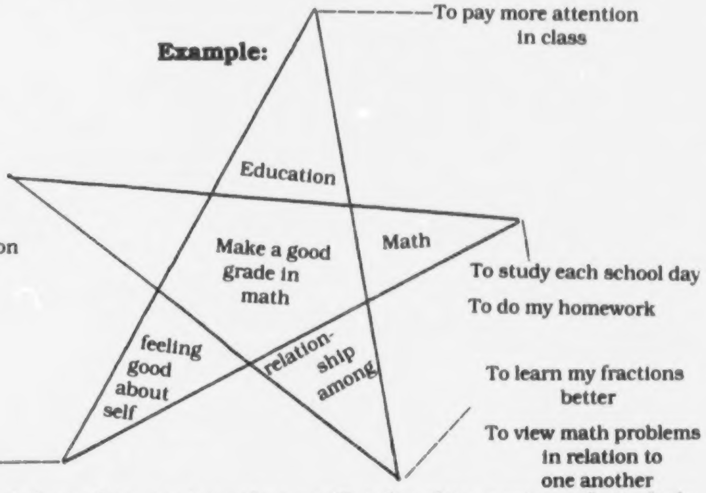
DIRECTIONS:

1. Brainstorm goals you would like to have come true within the next year.
2. Select the goal that is most important from those you brainstormed and write that important goal in the middle of the star in the workbook. An example is to "Make a good grade in math."
3. Decide which values you have that are connected to the goal and place those values in the points of the star. See the example where values are "education, relationship among numbers, and feeling good about self."
4. Attach to the points of the star those decisions that possibly will need to be made to help achieve the goal.

Model:


Value
Decision
Goal

Example:


To pay more attention in class
Education
Make a good grade in math
Math
To study each school day
To do my homework
feeling good about self
relationship among
To learn my fractions better
To view math problems in relation to one another
To seek help when I don't understand

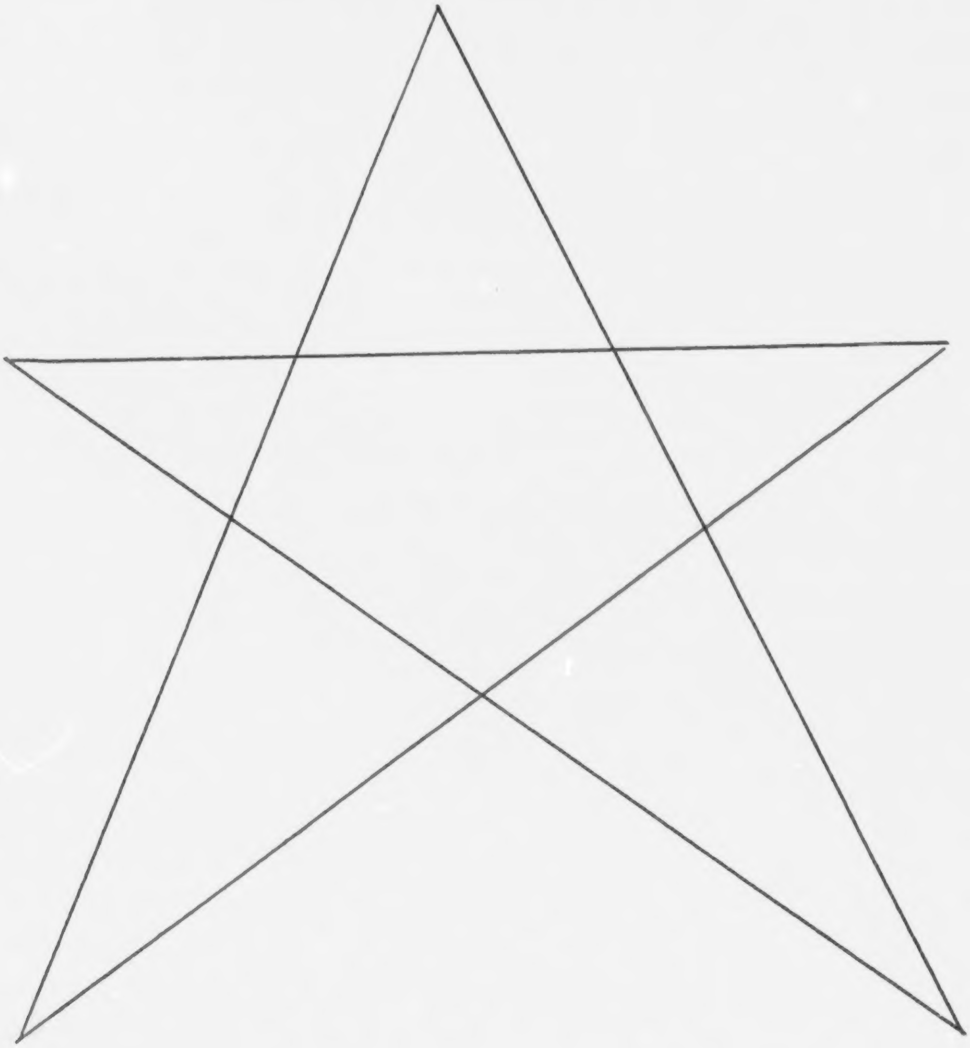
5. Write what steps you have taken this past week or will take this next week to help achieve the goal.

____

____

____

MY GOAL, RELATED VALUES, AND DECISIONS I HAVE MADE



The "wish upon a star" as you outlined it will provide a means to understand relationships among your

1. put goals (dreams that are worth the effort) in middle of star.

2. write values (ones you have or will need to acquire if your goal is to be achieved) in point.

3. attach decisions (ones that you possibly will need to make if you achieve your goal) to point, and

4. fill in steps, changes or actions to be taken to fulfill each decision (Item 5 on previous page).

Name ____________________

Date ____________ Hour ____________

Activity 8.12
ONCE UPON A TIME

GOALS:

1. To help you better understand the concept of change.
2. To help you better understand that changes might necessitate modifications in goals.

DIRECTIONS:

1. Think of the ways you've changed from yesterday to today, from last year to this year, and so forth.
2. Share with the group some of the changes you remembered in Item 1.
3. Write how you feel about change and then share with the group. Do you have a difficult time changing the way you act?

____

____

____

4. Write some experiences that have caused your changes.

Examples:

Had a new baby brother
Moved to a new city
Mother and Father got a divorce

____

____

____

5. Share how those experiences have caused you to change.
6. Write two or three most important changes that have occurred in your life so far.

____

____

____

7. Discuss how your changes in Item 6 have modified your goals over time.
8. Listen as your leader reads a poem about himself or herself. This is the same poem stem as the one you have in your homework.

HOMEWORK

1. Complete the "Once, But Now" poem.

ONCE, BUT NOW

DIRECTIONS: Complete this poem and share it with your leader and members of your group. The poem need not rhyme. What you are needing to do is to look at how things once were and then look at how they have changed to what they are now.

Once I felt ______________________________

But now I feel ______________________________

Once I thought ______________________________

But now I'm sure ______________________________

Once I wondered ______________________________

But now I know ______________________________

Once I couldn't ______________________________

But now I can ______________________________

Once I was ______________________________

But now I am ______________________________

Once I wanted ______________________________

But now I have ______________________________

Once I wished for ______________________________

But now I wish ______________________________

2. Be prepared to share your poem with the group at the next meeting

Name ____________________

Date ____________ Hour ____________

Activity 8.13
MEMORY LINE

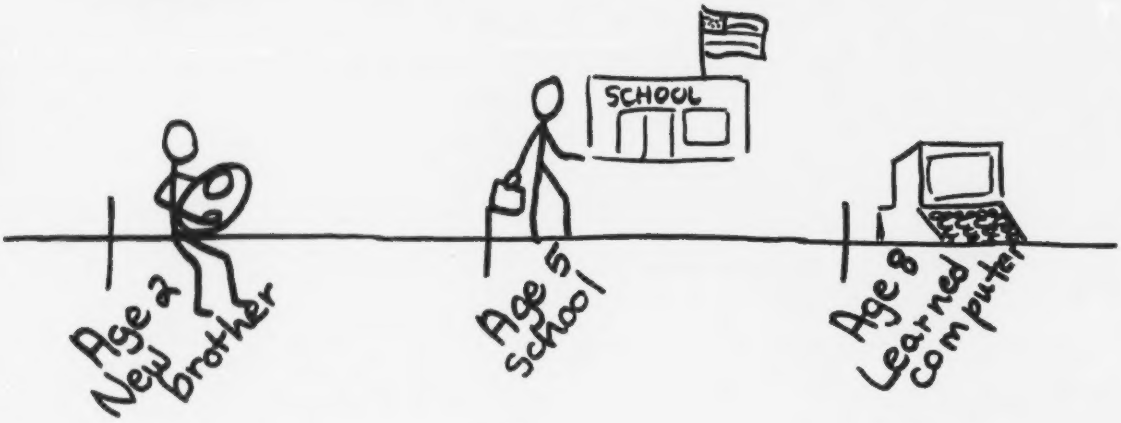
GOAL:

To help you visualize those changes that have taken place from one age to another.

DIRECTIONS:

1. Share and discuss poem from Activity 8.12, Homework.
2. Think about significant memories in your life.
3. Describe these memories in words or pictures and compare them to the present as shown in these examples.

EXAMPLES:


SCHOOL
Age 2 New brother
Age 5 School
Age 8 Learned computer

I use to play with small toys and build small things.

Age 3

I ride my bicycle, listen to stereo, and watch TV.

Age 11

4. Share your memories and your pictures with others in the group and discuss how the changes took place.

5. Write some summary statements about how you have changed and then share with the group.

   Examples: I have changed in size with the passage of time. I now have more responsibilities than I had when I was younger.

HOMEWORK:

Write a situation about which you are going to be making a decision soon.

Name ______________________________

Date ______________ Hour ______________

Activity 8.14
PUTTING DECISION MAKING INTO ACTION

GOAL:

To practice making effective decisions with others.

DIRECTIONS:

1. Bring to class a decision you are trying to make. (This is the Homework from Activity 8.13).
2. Divide into groups of three people in each group.
3. Role-play helping each other with decision making. Use those skills you have learned including

    5-Step Problem Solving (Activity 8.8)

    Caring—Listening with Your Body (Module 3)

    Empathy (Module 4)

    Paraphrasing (Activities 4.2 and 4.3)

    Brainstorming (Activity 8.11)

    Using "I" Messages (Module 5)

    Values Identification (Module 8)

    Goal Setting (Module 8)

    In the role-playing, one of you will play the helper, one will play the helpee using the situation that person wrote in the Homework for Activity 8.13, and one person will be the observer. The observer will give feedback after the helpee and helper have finished.

____

____

____

____

____

In the role-playing proceed through the "5-steps in decision making" and use your other skills as well. A step-by-step procedure for helping others in decision making might be outlined as follows:

5-Steps in Decision Making **Have Helpee Do**	**Peer Helping Skills** **Helper Does**
1. State problem clearly.	Caring: Listen With Your Body Empathy
2. Search for alternatives.	Encourages brainstorming
3. List pros and cons for each alternative. (Identifies Consequences)	"I" Messages Values Identification Paraphrasing Decision Making
4. Choose the best alternative	Goal Setting
5. Check it out with a trusted adult.	Empathy Caring: Listening With Your Body Paraphrasing

Observer can use the preceding outline to check what the helpee and helper do and to what extent. This can be the basis for giving helpful feedback to both—helpee and helper.

4. After the observer has given feedback, switch roles and repeat Item 3.
5. Repeat Item 4 so that all have had a chance to play all three roles.
6. Discuss as a group what occurred, how you can be of assistance to others, additional things on which you need to practice, and some of your own values that might need to be explored more so as to be of greater assistance to others.

Name ______________________________

Date ______________ Hour ______________

Activity 8.15
GOAL SETTING

GOAL:

To learn to set achievable goals.

DIRECTIONS:

1. Listen as your leader explains the importance of setting clear goals.
2. Think about the things you love to do the most in life like going out to eat, bike riding, swimming, playing basketball or baseball, traveling, etc. As fast as you can list 10 to 20 things you love to do.

$	M-F	W-X-Y		THINGS I LOVE TO DO
			a.	
			b.	
			c.	
			d.	
			e.	
			f.	
			g.	
			h.	
			i.	
			j.	
			k.	
			l.	
			m.	
			n.	
			o.	
			p.	
			q.	
			r.	
			s.	
			t.	

3. Do the following:

   a. Place a "$" sign opposite each thing you love to do that costs over $10.00 each time you do it.

   b. Place a "M" if your mother would do it, a "F" if your father would do it, and "M-F" if both would do it.

   c. Place a "W" if you did it this past week, "X" if you did it during the past 2 to 6 weeks, and "Y" if you did it this past year.

4. Review your list and summarize some statements about things you love to do. Write these summary statements.

   Examples:

   The things I like to do are generally inexpensive

   The things I like to do are things I can do with my parents.

   ____

   ____

   ____

   ____

   ____

   ____

5. Turn to the Goal Setting sheet. Now think about something you love to do and write a goal to do it.

   Example:

   I will wash my hands each time before I eat.

   Using the guidelines to see if this is a good goal

   Achievable—Yes, I always eat at home or in restaurants and a wash room is near.

   Measurable—Yes, because I can keep record as to whether I do or do not wash.

   Desirable—Yes, because this will help keep me healthy.

   Stated positively—Yes, because it states what I will do.

   Helpful—Yes, because it establishes specifics of what and when I am to act.

Name ______________________________

Date ______________ Hour ____________

My goal is ____

____

____

____

Achieveable—____

____

____

____

Measurable—____

____

____

____

Desirable—____

____

____

____

Helpful—____

____

____

____

GOAL SETTING

Success in daily living can be enhanced by action-talking about "what I want to do" and actually doing it are different. The use of goal setting is a means to action. The following guidelines will help make goals successful:

1. Goals must be ACHIEVABLE.
2. Goals must be MEASURABLE.
3. Goals must be DESIRABLE.
4. Goals must be stated POSITIVELY.
5. Goals must be HELPFUL.

Here is a goal I will set for myself:
I will______________________________________
____
by__________________________________(date)

____
Signature

MODULE 9
PUTTING PEER HELPING SKILLS INTO ACTION

PUTTING PEER HELPING SKILLS INTO ACTION

As you begin to put your skills into action through different projects, you might want to go back to Module 2, Activity 2.4, "Self Inventory of Helping Skills" to learn how you have grown in terms of your skills.

Before starting on your projects, it is important that your leader has spent time explaining the project and training you in specifics of the project. An example might be if you are a tutor, you will need to learn specific tutoring skills after you have learned the basic skills.

Next, as you work on the projects, it is important that your leader continue to supervise you and give you support and help you deal with any problems that may arise.

As you begin to work in the peer-helping field, people begin to respond to you differently. Therefore, it is important to know how to practice peer helping in responsible ways. These activities will help you understand the process of knowing your limits.

Name ____________________

Date ____________ Hour ____________

Activity 9.1
THINGS TO THINK ABOUT

GOAL:

To understand the important of training.

DIRECTIONS:

1. Look at the following list of things to think about in training as well as during your projects and add to this list if appropriate.
   a. Confidentiality
      (1) The person you are trying to help must trust you.
      (2) Things learned as a helper must only be shared with the leader.
   b. Participation
      (1) Attend training classes.
      (2) Become involved by role-playing and discussion.
      (3) Practice the skills taught appropriately.
   c. Time to Practice
      (1) Allow time to do homework.
      (2) Spend time with your leader getting feedback during the project.
   d. Supervision
      (1) Expect supervision during activity.
      (2) Help the supervisor to know when supervision would be most helpful with each situation in which you are a peer helper.
      (3) Discuss with the supervisor after and in some cases during supervision.
2. Work in small groups to discuss any additional issues and then share them with the class.
3. Read and share ideas related to "Code of Ethics for Peer Helpers" produced by National Peer Helpers Association.

NATIONAL PEER HELPERS ASSOCIATION
CODE OF ETHICS*
FOR PEER HELPERS

Peer Helpers shall be people of personal integrity. As a minimum, the NPHA believes the peer helpers Code of Ethics shall contain the following and be evidenced by a commitment to and pursuit of:

1. A philosophy which upholds peer helping as an effective way to address the needs and conditions of people.

2. The individual's right to dignity, self-development, and self-direction.

3. Supervision and support from professional staff while involved in the program.

4. The development of a nurturing personality which:

    - Reflects a positive role model and healthy lifestyle (i.e., development and observation of a set of norms which guide behavior while in the program.).

    - Rejects the pursuit of personal power, elitist status, or gain at the expense of others.

    - Strives to exemplify the peer helping philosophy in all life situations.

5. Maintenance of confidentiality of information imparted during the course of program-related activities. While confidentiality is the norm, certain exceptions shall be referred immediately to the professional staff. These exceptions include the following:

    - Situations involving real or potential danger to the safety or well-being of the peer helper, helpee, or others.

    - Child abuse, sexual abuse, and other situations involving legal requirements of disclosure.

    - Severe family dysfunction, psychotic behavior, extreme drug or alcohol abuse, and any other problems beyond the experience and expertise of the peer helper.

6. Personal Safety

    Peer helpers must recognize, report and know techniques to deal with potential threats to their emotional or physical well-being.

---

* A Code of Ethics is an agreement among those who commit to the program as to the norms which shall guide their behavior during their involvement in the program.

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Name ______________________________

Date ______________ Hour ______________

Activity 9.2
GUIDELINES

GOAL:

To develop individual guidelines as you work in your school setting as a peer helper.

INTRODUCTION:

To operate within your school as a peer helper certain guidelines and procedures must be followed in order for you to be in the role of the peer helper.

The following are general areas that you need to develop specific to your school. Write them as your leader discusses rules.

DIRECTIONS:

1. Write "Peer Helping School Rules" that you must follow.

____

____

____

____

____

____

2. Write "Peer Helping Requirements" that I must do in order to be active as a peer helper.

____

____

____

____

____

____

3. Write "Specific Guidelines" for peer helpers in each of the following areas:

   a. Confidentiality ______________________________

   b. Participation ______________________________

   c. Supervision ______________________________

   d. Adequate Training ______________________________

   e. Project Guidelines ______________________________

   f. Others (specify) ______________________________

4. Sign this sheet as your willingness to be a peer helper, to follow the rules and guidelines, and to cooperate with your leader.

> I am aware of the preceding rules and guidelines for my school and my Peer Helping Program and agree to follow them. I also agree to adhere to NPHA "Ethics for Peer Helpers."
>
> Student's Signature ______________________ Date __________

5. Meet with your leader and discuss these rules and guidelines and have the leader to sign verifying that you two have talked and are willing to work together as a peer helper.

Leader's Signature ______________________ Date __________

Name ______________________

Date ____________ Hour ____________

Activity 9.3
PEER HELPER'S GUIDE FOR KNOWING LIMITS

GOAL:

To assist you in knowing your limits as a peer helper.

INTRODUCTION

You need to realize that you are a helper and not a counselor. Your role is to provide assistance to another peer in projects and activities on which you and your teacher decide. To insure that you do stay within the limit of your training, you will need to have regular contact with your peer helper leader as you are involved in delivering your project.

DIRECTIONS:

1. Review with your leader and write the meaning of the following two words as they are used in peer helping program:
   a. Confidentiality ______________________
   ____
   b. Supervision ______________________
   ____
2. Discuss limits of peer helping—specific situations in which you are to make a referral and/or discuss immediately the situation with your leader: These include the following:
   a. Student considering suicide.
   b. Student abusing alcohol or drugs.
   c. Student that has been abused by an adult.
   d. Serious emotional or learning problems.
   e. Others (specify). ______________________
   ____
3. Discuss as a group and with your leader the referral sources and guidelines for the local community, school, or group in which you are a peer helper. Write these for your reference as the leader approves each.

Source and/or Person	Mechanisms (Guidelines) Ways to refer to or make use of the source and/or person
Example: peer helper leader	a. Talk with leader about the situation b. Take the person to the leader if the situation necessitates immediate action.

4. Discuss with your leader and the group what is meant by conflict of interest and write illustrations of where or when this might occur and as a result you would not be the one to be the peer helper to the person.

Example:

Best friend tutoring.

Others (specify). ______________________________

5. Work in small groups and discuss the following four situations. List what you would do and why.

HOW WOULD YOU HANDLE. . .?

a. During the time you are tutoring another student in math, she discusses the fact that she is down and has considered taking some pills she found in the medicine cabinet. What would you do?

____

____

b. During the time you are showing a new student around school, you learn that an adult hit the student and there are marks on his or her body. What would you do?

____

____

c. As you are organizing a game on the playground with a group of students that appear to be loners, one of them shares with you that they have been using pot for the last three months. What would you do?

____

____

d. As you talk with another student that has a handicap, she discusses some serious family problem that seem overwhelming. What would you do?

____

____

6. Discuss as a total group responses from the small groups to the four situations in Item 5.

7. Review your understanding of

a. Why referral is essential with many people, ______________________________

____

b. When to make referrals (what kinds of situations are not for you as a peer helper), and ______________________________

____

c. Sources and/or people to whom you can make a referral of the person or go to talk about the situation. ______________________________

____

Name ____________________

Date __________ Hour __________

Activity 9.4
WHAT CAN I DO?

GOAL:

To understand the goals of my role as a peer helper.

DIRECTIONS:

1. Make a list of activities and projects that you feel you are presently qualified to do.

   Examples:

   a. Be a friend to a new student.

   b. Tutor others in spelling.

   c. Talk daily with another student who has no friends or a limited number of friends.

   d. Invite a lonely student to play at recess.

WHAT I CAN DO

DIRECTIONS: List specific activities and projects that you feel you are presently qualified to do.

____

____

____

____

____

____

____

____

____

____

2. Have your leader initial each item on your list that the leader agrees that you are qualified to do at this time.

3. Role-play some situations in which you will make a referral. You might make up your own situations or use one of the four in Activity 9.2, Item 5.

4. Make a list of things you would like to do but need additional training.

   Example: Lead a small group discussion.

THINGS I WOULD LIKE TO DO BUT NEED ADDITIONAL TRAINING

DIRECTIONS: List these one by one and be as specific as you can.

5. Sign and date this activity.

   I agree to only help my peers in the areas that my leader and I feel I have the skills to perform.

Name ______________________________ Date ______________

PART II

APPLICATION OF SKILLS

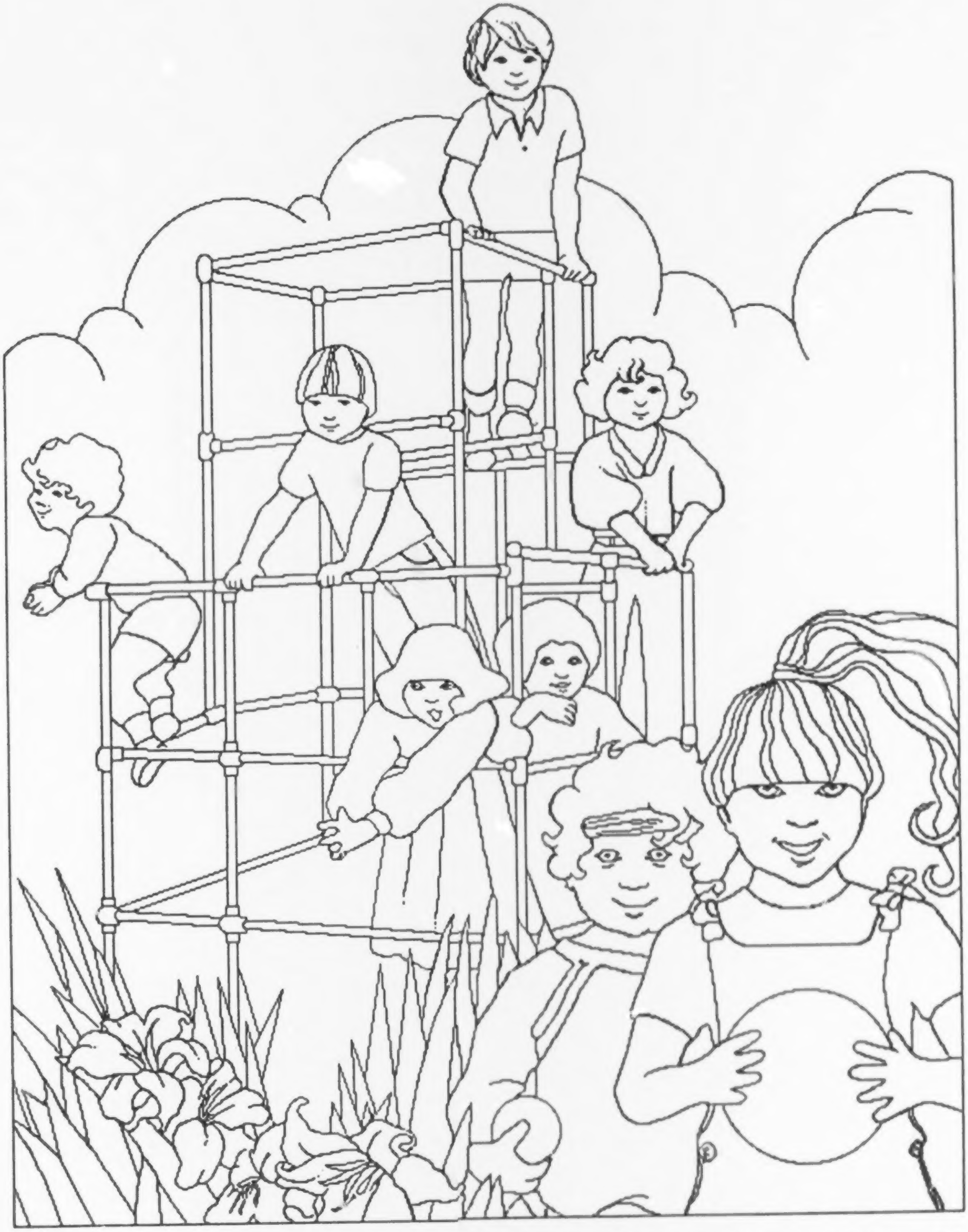
Supplementary Activities

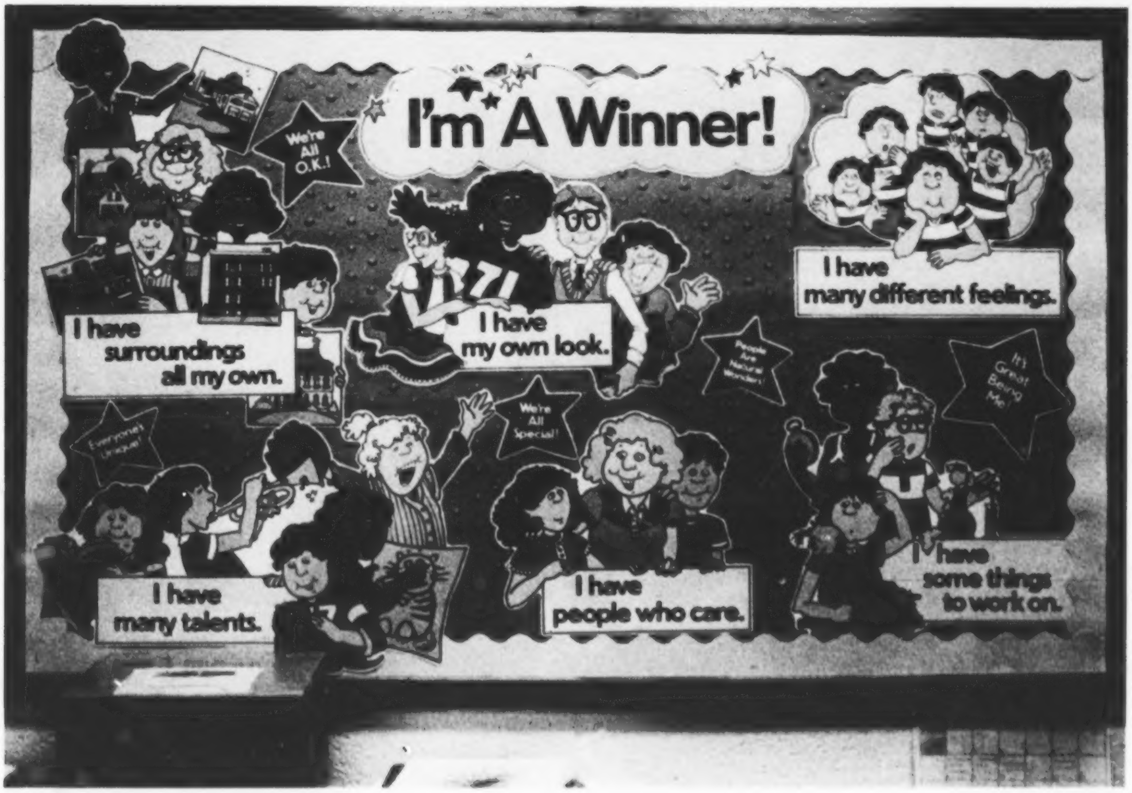
INTRODUCTION

The skills you have previously learned are the foundation of your Peer Helping roles. These roles will vary from situation to situation and will vary depending on your skills.

The supplementary activities in Part II of this book will help you perform your peer helping assignment more effectively.

Listen to your leader give you directions on how to do your peer helping activities. You will need to meet with your leader on a regular basis to review skills learned previously and to learn new skills explained in the supplementary activities.




I'm A Winner!
We're All O.K.!
I have surroundings all my own.
I have my own look.
I have many different feelings.
People Are Natural Wonders!
It's Great Being Me!
We're All Special!
Everyone's Unique!
I have many talents.
I have people who care.
I have some things to work on.

Name ______________________

Date ____________ Hour ____________

Application of Skills No. 1
MAKING INITIAL CONTACT WITH ANOTHER

GOAL:

To help give you some ways to approach comfortably other students in school.

DIRECTIONS:

1. Think about a time when you were new to a group. First write what you remember about this experience and how you felt.

2. Share these experiences and feelings from Direction No. 1 with your group.

3. Think about anyone that helped you feel more comfortable in this new experience. Write the behaviors of this person or persons that helped you in this new situation. What did the person do that helped.

4. Share these behaviors for question 3 with your group.

5. Compile a list of helpful behaviors that you could use to approach students who might be new or lonely.

6. Write a situation on a card that would involve a student being new to a group. Have all group members place all cards in a box and spend some time drawing a card at a time out of the box. Have two people role-playing the situation with one person new to the group and the other person being the peer helper. After each role-play, discuss with your leader the behaviors that helped the new person feel welcome. Make a summary list of helpful behaviors that can be done by the peer helper.

HOMEWORK:

Within the next few days identify someone in school whom you think is lonely or new. Apply your peer helper behaviors to make the person feel more a part of the group. Record what happened and at the next peer helper session discuss with the group:

1. how you approached the person,
2. how the conversation proceeded,
3. how the person responded to you,
4. how you felt, and
5. what you gained from the experience.

Name ____________________

Date ____________ Hour ____________

Application of Skills No. 2
COMPLIMENTARY YOURS

GOAL:

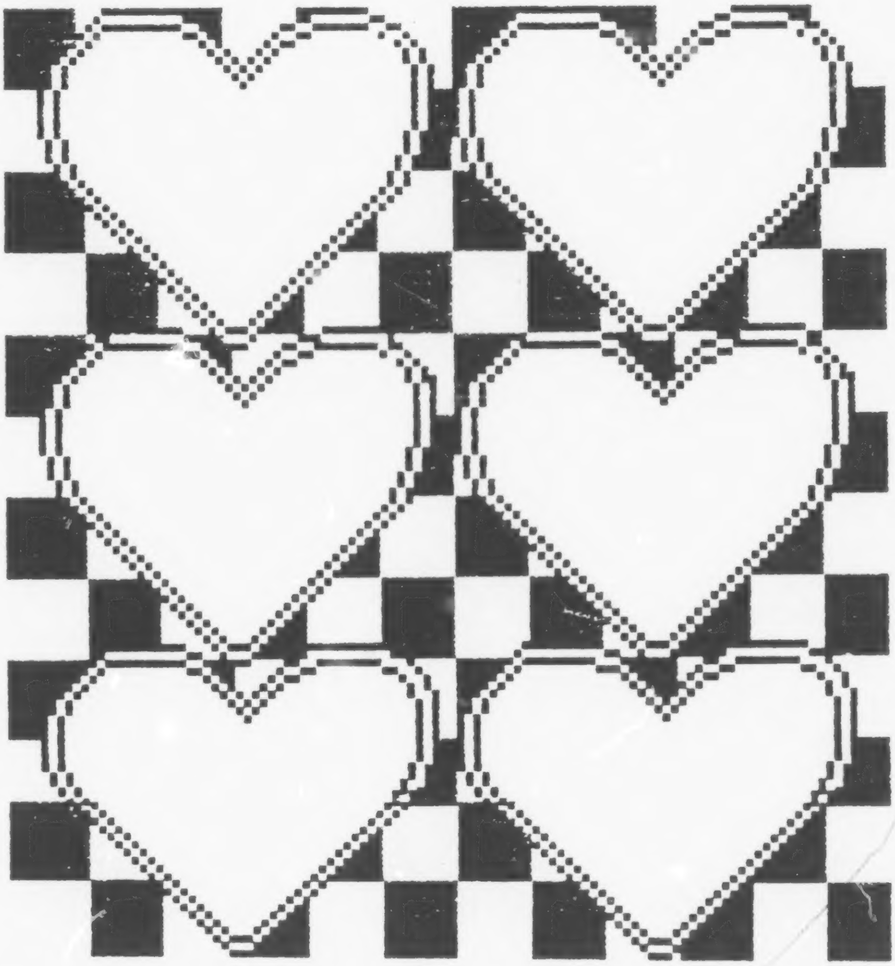
To help you learn to give compliments to others in order for positive relationships to occur.

DIRECTIONS:

1. Think about compliments and answers to the following:
    a. How often do you give others compliments? ____________________
    b. What kind of compliments do you give? ____________________
    c. What kind do you like to receive? ____________________
    d. What feelings come when you receive a compliment? ____________________
2. Put your name on the page of hearts. Pass it around the group, and put a compliment on one of the hearts on each person's sheet. When you get yours back, read your hearts. Decide which compliment felt the best and discuss with your group. How does it feel to receive a whole list of compliments? ____________________
3. Decide to give one compliment a day making sure you include the shy or lonely student that you want to feel welcome. Record the compliment you gave and the reaction of the person. Be ready to share this experience during the next class.
    a. Compliment ____________________
    b. Reactions ____________________

Name:____________________________

Write a compliment to the person whose name is at the top of the page.



Name ______________________________

Date ______________ Hour ____________

Application of Skills No. 3
FRIENDS FOREVER

GOAL:

To understand how I relate better to others.

DIRECTIONS:

1. Think about and write an answer to these questions:
   a. Why do we need people?

   ____

   ____

   ____

   b. What would it be like if we were alone?

   ____

   ____

   ____

2. Look at the word "relationships." Write the different types of relationships you have.

   ____

   ____

   ____

3. Identify and write ways your relationships have changed over the years and then discuss these with other peer helper members.

   ____

   ____

   ____

4. Do the "Privacy Squares Worksheet" in class. This is a technique that you also can do when you work with your peer support group. But first, do it with your peer helpers to practice. Do the activity and then choose a few situations to discuss.

5. After completing "Privacy Squares Worksheet" complete these sentences:

   a. I notice that I ____

   ____

   b. I learned that I ____

   ____

6. Break into small groups to discuss your privacy squares. Use the following four questions as guidelines for discussion.

   a. What kinds of things did you place in the inner square?

   b. What kinds of things did you place in the outer square?

   c. To whom were you willing to tell the most things?

   d. Would you like to change your privacy square?

HOMEWORK:

Do this activity with your peer support group either with an individual or with a group. Be sure to discuss these things:

1. As human beings, we have many needs. We could call these inner and outer or physical and emotional needs. Be sure to discuss with your students the importance of getting both needs met. That is why we must all learn to be supportive and helpful to one another.

2. Assign students in your group the task of showing emotional support to someone in his or her life and to record what happened.

Name ______________________________

Date ______________ Hour ______________

PRIVACY SQUARES WORKSHEET

We have many types of relationships. Some are close and some are very casual. We are going to look closer at these relationships.

1. Some things in our lives we would be glad to let anyone know—favorite color, TV show, or movie star. We put these relationships in the category of ***strangers,*** because we don't know these people very well.
2. Some things we might not want strangers to know, however we would be willing to tell ***acquaintances,*** people we know casually.
3. Still other things we reserve only for our ***friends.***
4. Some thoughts and feelings we would only be willing to share with our ***best friends.***
5. Some things we would only be willing to share with our ***family.***
6. Finally, some things we might not want to share with anyone but ***ourselves.***

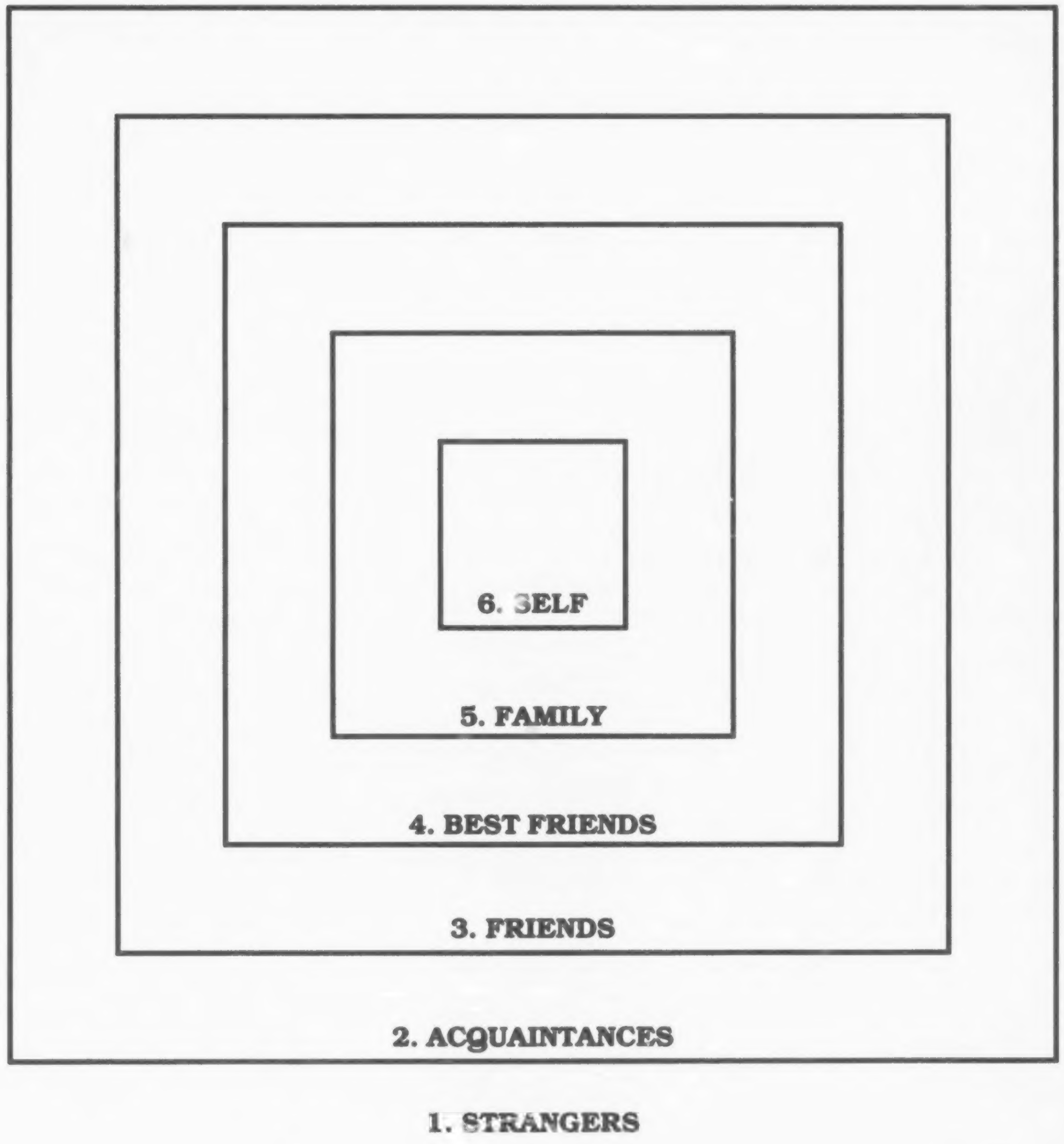
On the next page are squares with these previously listed six classifications of people. Think about which of these people in the relationships on the sheet you would be willing to share which kinds of information.

To assist you in the process, ten situations are listed. For each situation write the key word in the square with the person with whom you would be willing to share that information. The key word is in quote marks.

Who would you be willing to tell. . .(Write in key word only).

1. That you were really ***"good"*** at something?
2. That you had a personal ***"health"*** problem?
3. When you ***"cried"*** the last time?
4. What ***"grade"*** you are in?
5. What your favorite ***"TV"*** show is?
6. What you ***"dislike"*** about your friends?
7. That you had a ***"nightmare?"***
8. That you had a ***"crush"*** on someone in your class?
9. What your favorite ***"meal"*** is?
10. That you ***"cheated"*** on a test?

PRIVACY SQUARES


6. SELF
5. FAMILY
4. BEST FRIENDS
3. FRIENDS
2. ACQUAINTANCES
1. STRANGERS

Name ______________________________

Date ____________ Hour ____________

Application of Skills No. 4
POT OF GOLD

GOAL:

To help you learn some ways to help yourself and others set some important goals.

DIRECTIONS:

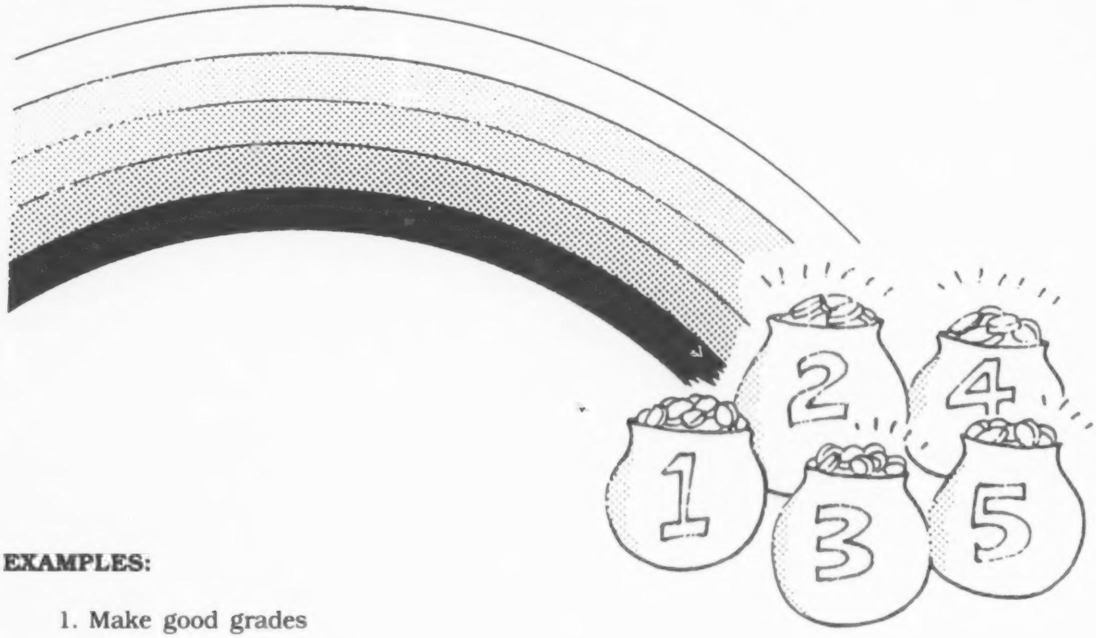
1. Read the "Pot of Gold" activity sheet. There are five goals listed on the sheet and assinged to pots of gold. Color the goal you would set for yourself.
2. Think about steps that you might take to help get you to your pot of gold. Write those steps on your "Pot of Gold" worksheet.
3. Think about how you might use this sheet in your work with the tutoring program. Could you use this sheet in helping others set goals?

HOMEWORK:

1. Take a blank worksheet and use this "Pot of Gold" activity in your next session. Help the student set his or her own goal.
2. Write your experience.

POT OF GOLD

Which Pot of Gold would you most like to find at the end of your rainbow? Color that pot gold.



EXAMPLES:

1. Make good grades
2. Become a star in sports
3. Have enough money so my family and I can do what we want to do.
4. Solve the problem of world peace
5. Be popular
6. Other (List) ______________________________

____

Make up a plan that will help you reach your pot of gold. Write the first three steps that you will take in order to get to the end of the rainbow.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Name ____________________

Date ____________ Hour ____________

Application of Skills No. 5
IMPROVING STUDY SKILLS

GOAL:

To help you learn a simple study skill that you can teach others.

DIRECTIONS:

1. Read over the "SQ3R Study Skill" sheet in your workbook.
2. Discuss the five steps with your leader.
3. Practice teaching this technique to a partner in your peer helper training class.
4. Write how this method could be used to help you learn better the material in school.

____

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5. Identify how you might use this material with the students you are tutoring.

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HOMEWORK:

1. Use this technique for your next reading assignment in class.
2. Record how this process helped you.

____

____

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3. Use this technique in a tutoring session. Write about the experience and discuss in class how successful it was.

SQ3R STUDY SKILL

S—Survey . . . Quickly look over the chapter title, section headings, and chapter summary to get an idea of what the chapter is about. You are skimming the material to get a general idea of what the chapter is telling you.

Q—Question . . . Go back to the beginning of the chapter; turn the first heading into a question so you know what you're trying to find out when you're reading.

R—Read . . . Read that section to find the answer to your question.

R—Recite . . . Tell yourself the answer by taking brief notes for that section. Write the question on the left side of your paper, the notes on the right. Repeat the question, Read and Recite steps for each section of your assignment. Do each step over until you thoroughly understand what you have read.

R—Review . . . Cover the right side of your paper; ask yourself the questions on the left and answer them. If you can't answer the questions, go over your notes.

Name ______________________

Date ____________ Hour ____________

Application of Skills No. 6
HOW TO LISTEN IN CLASS

GOAL:

To help you understand the importance of listening in order to learn.

DIRECTIONS:

1. When you are helping others learn, understand that helping them listen will really help them improve their learning. Most students who do poorly in school only "half listen" to what the teacher says. When it comes time to do homework or get ready for a test, these students have trouble because they have inadequate material. Read the rewards of listening on your "How to Listen in Class: study sheet. Check the ones that mean the most to you.
2. Listen to your leader and classmates—other peer helpers. Remind yourself about how you show you are listening. Caring: Listen with your body skill, Module 3, is an excellent summary. Sit up and forward, ***clear your mind,*** and really tune in to the person who is talking, supplying significant information.
3. Make a list of benefits from listening that might be possible for you.

What happens as you listen carefully? Do you remember more of what the speaker says? What else do you notice when you listen?

____

____

HOMEWORK:

1. For the next day, really focus on listening. Try to listen with all your might during a class. Practice listening to your teacher. Look at the teacher. Raise your hand and show interest. Record what happens.

____

____

____

2. Complete the "How to Listen in Class Worksheet" and answer the five important facts you learned because you listened.

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HOW TO LISTEN IN CLASS

If you really listen, you will earn rewards.

You might:

- —find that a subject you thought dull is really interesting
- —find that the work becomes easier
- —learn more about the personalities of your teacher and classmates
- —discover leads to answering questions in other subjects
- —be surprised that class time goes by so quickly

By listening, you can learn, not only from the teacher, but also from your classmates when they are giving reports, or taking part in a general discussion.

Write five important facts you learned today because you listened:

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

5. ______________________________

____

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Name ______________________

Date ____________ Hour ____________

Application of Skills No. 7
STUDY IDEAS

GOAL:

To give you more ideas about how to help others and yourself study better.

DIRECTIONS:

1. Look over the "Study Ideas" worksheet. Discuss these in your peer helper training session and make sure each idea is understood.

2. Use the "Study Ideas" worksheet with one of the students in the peer tutoring program.

3. Use the following explanation to introduce the worksheet and the idea of a study habit. Explain that a study habit is a routine that is followed regularly. Talk about the following benefits that come about from using proper study habits:

   a. improvement in the type of work turned in,

   b. more enjoyment from school work,

   c. pleasure in learning more difficult work, and

   d. fewer worries as the student gets better.

4. Tell the student with whom you are working that repeating material is a really important way to learn. Tell the student that often pacing back and forth and talking out loud also are ways to learn from students who learn best from ***hearing*** material. Tell students that most people learn from the following ways:

   a. through seeing something—by demonstrations or audio-visual aids;

   b. through hearing—by listening to a tape or a teacher;

   c. through motion—by moving our bodies in some way; and

   d. through touch—by feeling differences in consistency, weight, and texture.

5. Use the "Study Ideas" worksheet with students you are working with, and have them practice in class. Have them write how using this technique helped them. You might ask them to keep a notebook.

STUDY IDEAS!

1 Listen carefully.

2. Take notes.

3. Ask questions.

4. Watch visual aids.

5. Read the notes each night.

6. List questions for the teacher.

7. Study for a test 4 days before.

8. Try studying out loud.

9. Get a good night's sleep before a test.

10. Read notes carefully before the day of the test.

11. Eat a well-balanced meal before a test.

Name ______________________________

Date ______________ Hour ______________

Application of Skills No. 8
BEHAVIORAL CONTRACT

GOAL:

To help you commit to learning certain things, and changing your behavior in positive ways by signing a contract.

INTRODUCTION

You can use a behavioral contract both for yourself in a variety of peer helping programs, and also for the students with whom you work.

DIRECTIONS:

1. Discuss with your leader what learnings you will need for the particular type of student and program that you will be working with. For examples of how to write these see "Behavioral Contract Examples" 1 and 2 and read Items 1a and 1b in both.
2. Discuss the skills you will need to work with the type of program in which you are involved. Think about this and have your leader help you decide specific skills that you will need to master. For examples of how to write these see "Behavioral Contract Examples" 1 and 2 and read Items 2a and 2b in both.
3. Think about how you will be able to determine whether or not you are having success. These need to be stated in specific ways to determine. For examples of how to write these see "Behavioral Contract Examples: 1 and 2 and read Items 3a and 3b in both.
4. Identify a specific peer helper role that you might have. Then complete the "Behavioral Contract" by writing (a) what you will need to learn, (b) what skills you will use, and how you will determine success.
5. Discuss with your group how it feels to write these very specific learnings.
6. Talk about what writing these down does for your commitment to the goals you have set.

HOMEWORK:

1. Use the behavioral contract with one of the students with whom you are working.
2. Record what happens when **you** do this with another person. Is it difficult to get someone else to do a contract? What did you learn about how to help others commit to goals?

BEHAVIORAL CONTRACT EXAMPLES

Example 1: Contract for Peer Helper in elementary school aid program. For my peer helping class, I promise to do these things:

1. To learn
   - a. how to help others set goals, and
   - b. how to help others learn to study better.
2. To help others I will learn well skills in
   - a. goal setting (as shown in Module 8), and
   - b. studying (as shown in application of skills AOS 5, AOS 6, and AOS 7).
3. Evidence of my success will be
   - a. when I can get the student I am helping to write a specific goal, and
   - b. when I can get the student I am helping to express positive feelings about his or her studying behavior.

Signed ______________________________ (Peer Helper)

Signed ______________________________ (Leader)

Name ______________________________

Date ____________ Hour ____________

Example 2: Contract for Peer Helper helping a student with personal problems.

1. To learn
   - a. how to help the person express problems or set goals.
   - b. how to help the person state correctly his or her problems.
2. To help others I will learn well skills in
   - a. listening (as shown in Module 3).
   - b. empathy (as shown in Module 4).
3. Evidence of my success will be
   - a. when I can get the student to state his or her problem very specifically without all the if, when, only, etc.
   - b. when I can gain his or her confidence well enough that the total problem is shared with me.

Signed ______________________________ (Peer Helper)

Signed ______________________________ (Leader)

BEHAVIORAL CONTRACT

For my peer helping class, I promise to do these things:

1. To learn ______________________________

____

____

____

2. To help others I will learn well skills in ______________________________

____

____

____

3. Evidence of my success will be ______________________________

____

____

____

Signed: ______________________________ (Helper)

Signed: ______________________________ (Leader)

Name ____________________

Date ____________ Hour ____________

Application of Skills No. 9
ROLE-PLAYING

GOAL:

To help you learn to use role-playing in helping other students to resist peer group pressure.

DIRECTIONS:

1. Read over the "Role Play Worksheet" having to do with "learning to say no" to peer group pressure.
2. Discuss how to role play with your leader and members of your peer helper learning group. Volunteers will act out the scene, and the rest of the class will "process" the role play and talk about the skill involved. Class members will help each other with the skill until it gets better and better.
3. Decide if this is a skill that you want to learn, and consider adding it to your behavioral contract. Begin practicing this skill daily, or whenever the opportunity comes, and record what happens.

____

____

____

____

____

ROLE-PLAY WORKSHEET

PURPOSE OF ROLE-PLAY:

The reason we role-play is to practice a new skill in front of people who can help us improve the skill.

PROCEDURE FOR ROLE PLAY:

1. Think about a situation where you would have trouble saying "no" to friends who want you to do something you shouldn't do. Write that situation here.

____

____

____

____

____

2. Ask members of the group to act out the scene with someone practicing some friendly, but firm ways to say "no."
3. Discuss with your group any ways that the person could improve with the ways they said "no."
4. Share your feelings about what happened. Record below any new skill on which you need to work.

____

____

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____

____

Name ______________________________

Date ____________ Hour ____________

Application of Skills No. 10
DIFFERENT STROKES FOR DIFFERENT FOLKS

GOAL:

To learn that differences among people are normal.

DIRECTIONS:

1. Think about the idea that differences among people are okay. Some differences are easier to accept than others. Look at the list below and evaluate how each statement applies to you.

	Strongly Agree	**Agree**		**Disagee**	**Strongly Disagree**
	5	**4**	**3**	**2**	**1**
a. Baseball is my favorite sport.	____	____	____	____	____
b. I like to try new kinds of foods.	____	____	____	____	____
c. After school, I like to be by myself for awhile.	____	____	____	____	____
d. I like to have a lot of friends.	____	____	____	____	____
e. Being successful in school is the most important thing to me.	____	____	____	____	____

2. Share your evaluations with others in your peer helper training group and have them share with you. Discuss the differences among persons in your group and why the differences.

3. Write how you felt when you were different from most of the other students.

____

____

____

____

4. Write about the extent to which you believe your group members were able to accept differences among people.

5. Review your thoughts about what kind of differences are problems for some people and what you think might be done about them? Write those thoughts in the space provided.

Kinds of Differences That Are Problems for Some People	Thoughts About What Might Be Done to Help

Name ______________________________

Date ______________ Hour ____________

Application of Skills No. 11
THE REAL UNDERDOG

GOAL:

To help you understand how students act when they are insecure and do not like themselves. This will help you understand why these students do and say certain things, and can help you learn ways of dealing with this type of student.

DIRECTIONS:

1. Read the handout titled "The Real Underdog." Discuss with your peer helper training group some of the ways you have noticed that these students act when they do not like themselves.
2. Complete the bottom part of "The Real Underdog" sheet.
3. Summarize in your words the major differences between people with good self images and those with poor self image.
4. Write some behaviors that you have had
   a. when you felt good ______________________________
   ____
   b. when you felt bad ______________________________
   ____
5. Summarize what you believe about how people feel whenever you are being a peer helper with them.
6. Write how you believe such understanding will help you when you try to help others.

____

____

____

HOMEWORK:

1. Notice someone's behavior who seems not to like himself or herself.
2. Record these behaviors in the space provided.

"THE REAL UNDERDOG"

Listed below are different ways students act. Students do some of these things because they actually do not like themselves. They are not happy with themselves. But, they do not want anyone to know this, so they will do some of the things in the list below. Students who like themselves, feel good about themselves, and are happy, and fun to be around also will do some of the things in the list below.

1. Shows off
2. Is loud and noisy
3. Acts cool
4. Laughs a lot
5. Always has to be the boss
6. Laughs at people
7. Takes turns
8. Cons people
9. Lies
10. Picks on people
11. Always has to pick for teams
12. Makes fun of others
13. Is polite and courteous
14. Usually is agreeable
15. Makes fun of people
16. Is proud of self
17. Helps others
18. Listens to others
19. Is at ease with people
20. Takes advice

Directions:

1. Write the things in the first column you think the people do who like themselves. And, write the things in the second column you think the people do who do not like themselves.

	Good Self Image		**Poor Self Image**
1.	____________________	1.	____________________
2.	____________________	2.	____________________
3.	____________________	3.	____________________
4.	____________________	4.	____________________
5.	____________________	5.	____________________
6.	____________________	6.	____________________
7.	____________________	7.	____________________
8.	____________________	8.	____________________
9.	____________________	9.	____________________
10.	____________________	10.	____________________

2. Discuss your choices with other peer helpers and see if they made the same choices. If not, discuss the reasons for each other's choices.

4.11

Name ______________________________

Date ____________ Hour ____________

Application of Skills No. 12
PEER PRESSURE SITUATIONS

GOAL:

This will help you understand peer pressure, and how it affects the way people behave.

DIRECTIONS:

1. Discuss the following situations that show peer pressure.
    a. You are in a class where you wanted to raise your hand to ask a question of a guest speaker, but you looked around and nobody else had a hand raised, so you didn't raise your hand.
    b. The teacher asked a question and when you looked around the room, everybody had a hand raised except you. You raised your hand too.
2. Share some experiences about when you have felt this kind of pressure. How did it feel?

____

____

____

3. Use the "Role-Playing Activities" sheet and act some of these out where peer pressure is involved.
4. Discuss your feelings after each situation.
5. Decide which situations create the most pressure.

HOMEWORK:

1. Notice this week any time you experience pressure from anyone. Record how you responded to the pressure.

____

____

____

2. On what do you need to work to help you resist peer pressure?

ROLE-PLAYING ACTIVITIES

Problem Situations for One Main Character

In the following situations, one child can take the primary responsibility for the talking and action; the other person(s) can serve as "props."

1. A shy schoolmate has returned after a sickness of several weeks. You want to make him feel at home in school again.

2. You see one child teasing another.

3. A classmate jumps on you, or hits you in trying to say, "hello."

4. You and a classmate are walking through a department store. He tries to get you to steal something.

5. You're walking home from school, and see a boy who is a bully. He hits children or snatches their books.

6. Another student has just torn up the homework you spent all last evening doing.

7. A child grabs the ball during a game and starts to run away.

8. A friend takes you aside and tells you a secret so that the other friend that you are with can't hear.

9. You see a teacher with her arms full of books. She needs the door opened. You open the door and ask if you can help her. At that moment a child calls out, "Teacher's pet!."

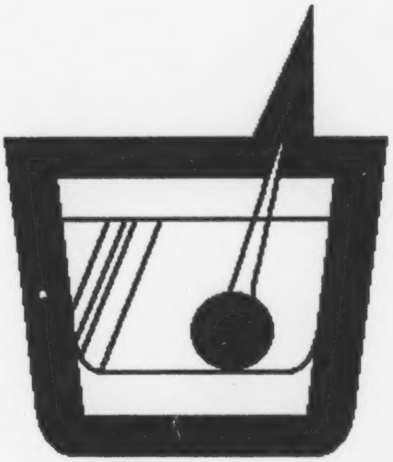
10. A classmate says, "Can't you do better than that?" while you are both drawing pictures. You know that he is really unhappy, and you want to help him.

11. Your friends tease you whenever you volunteer in class. What do you do or say?

Name ______________________________

Date ____________ Hour ____________

Application of Skills No. 13
PEER PRESSURE WITH DRUGS AND ALCOHOL



GOAL:

To help you obtain some ideas to help you resist peer pressure with drugs and alcohol.

DIRECTIONS:

1. Examine the "Peer Pressure Tactics" list. Discuss this with your class and list any techniques and tactics that could be used to avoid peer pressure to use drugs.
2. Write a role-play that you might have seen or heard about regarding peer pressure with drugs and alcohol. Role-play it with the group, and find a good solution to that kind of pressure.

____

____

____

____

3. Identify kinds of pressure that peers often use.

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4. Identify kinds of positive things you might use when you want to resist pressure?

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HOMEWORK:

1. Write about a situation where someone resists peer pressure really well. Record this.

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2. Write how it feels to resist peer pressure. How will resisting peer pressure help you and others?

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3. What techniques will you use to help others resist peer pressure?

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PEER PRESSURE TACTICS

1. THINK STRONG
2. Stay Calm
3. Say No
4. Ask A Question
5. Send an "I" Message
6. Come Up With a Good Idea
7. Shift Groups
8. Go to Another
9. Move to Safety
10. Seek Adult Help

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ABOUT THE AUTHORS

JUDY TINDALL, Ph.D., has been a psychologist, counselor, and consultant since 1965. She is presently a psychologist with Rohen and Associates Psychological Center and a Consultant for Industri-Care, a division of Rohen and Associates in St. Charles, Missouri. She is co-director of the W.E.L. Eating Disorder Program. She was also Associate Professor at University of Missouri at St. Louis and has taught graduate courses for Webster University. She has worked 18 years in public schools as a counselor and guidance director.

She has held local, state, and national offices in professional associations such as St. Louis Association of Counseling and Development, Missouri Association of Counseling and Development, American Association of Counseling and Development, and American School Counselors Association. She was responsible for the development of American School Counselors Association first leadership conference.

She has received outstanding Professional Service Awards from both St. Louis A.C.D. and Missouri A.C.D. She also co-authored and successfully led the effort to pass state legislation benefiting counselors. She currently serves on the Missouri Committee of Professional Counselors. She is on the Board of Directors for the National Peer Helpers Association in which she was the co-director of the first national conference and chairperson of the Standards and Ethics Committee. She is on the Coordinating Council of the St. Louis Wellness Council. She is a member of American Psychological Association, Missouri Psychological Association, St. Louis Psychologist, National Wellness Association, Association for Psychological Types, Hynotherapist Association, the St. Louis Association for Training and Development, and Phi Delta Kappan. She is current president of Missouri Peer Helpers Association.

Dr. Tindall has written numerous articles concerning communication skills, effective guidance practices, substance abuse, stress management, wellness, teambuilding, leadership training, and eating disorders. She has edited journals on Peer Counseling. She has authored *Peer Power Applying Peer Helping Skills, Book 2, Peer Counseling: An In-depth Look at Training Peer Helpers*, and co-authored *Peer Power: Becoming an Effective Peer Helper, Book 1*. Research projects include communication skills training, self-concept development, group work, social problem solving, peer counseling, stress, wellness, and substance abuse. Her doctoral dissertation was "The Effectiveness of a Wellness Program: Coping with Stress in Schools." She has designed assessment instruments and evaluation materials for the Wellness Program.

She has consulted and done workshops with schools, church groups, hospitals and businesses such as McDonnell Douglas, Ralston Purina, Maritz, State of Georgia, Delivery Network, Monsanto, M.C.I., Western Union, St. Louis County Sheriff Department, Trans World Airlines, Metropolitan Sewer District, and A.S.T.D. Topics included a wide range of topics from Wellness, Stress Management, Leadership Training, Classroom Management, Time Management, Drugs and Alcohol, Hypnotherapy, Mid-Life Crisis, Peer Counseling, Communication Skills Training, Career Education, Team Building, Eating Disorder, Care for the Care Giver, and Sexism.

She has received her Ph.D. in psychology from St. Louis University, a Specialist in Counseling in psychology from Southern Illinois University, Edwardsville, a Master's Degree from the University of Missouri at Columbia, and a B.S. Degree from Southwest Missouri State University in Speech and Political Science. Dr. Tindall is married and lives with her husband and sons in St. Louis County. She enjoys playing golf and writing for leisure activities.

SHIRLEY SALMON-WHITE, Ph.D., is working in the field of education and counseling as an Executive Director of Pupil Personnel Services for the Ferguson Florissant School District and as a licensed psychologist. She was formerly associated with the Rohen and Associates Psychological Center and currently has her own part-time practice with Creve Coeur Counseling and Psychological Clinic in St. Louis County. She has taught at Washington University, University of Missouri at St. Louis, Webster University, and St. Louis Community College. She has been a consultant for the Missouri Department of Secondary and Elementary Education developing the Missouri Comprehensive Guidance Model and the accompanying activities. She also has been involved in annual training of administrators for the Missouri Principals' Academy. She has been invited to participate in National Educational Leadership Program.

Dr. Salmon-White has been president of the St. Louis Pupil Personnel Administrators in St. Louis, a member of the American Psychological Association, St. Louis Association for Counseling Development, Missouri Association for Counseling and Development, American Association for Learning Disabilities, and the National Association for Pupil Personnel Administrators.

In the early 70s, Dr. Salmon-White started several peer helping programs in the Ferguson Florissant School District including a child development center run and staffed by professionals and students, a K-12 program in Deliberate Psychological Education where students systematically helped one another, and a comprehensive K-12 program in peer counseling. The Ferguson Florissant School District has remained a leader in the field of peer helping.

Dr. Salmon-White received her Bachelor and Master's Degrees from the University of Missouri at Kansas City, and her Ph.D. from Indiana State University. She is currently working on her superintendent's license at Southern Illinois University Edwardsville. She is currently living in St. Louis County with her three children, Amie, Scott, and Shannon.

PEER HELPERS CAN

- learn helping skills
- be a special friend to others
- become an effective helper
- share with others
- show they care

SKILLS

- Getting acquainted
  (Learning to trust through helping)
- Helping process
- Caring Listing with your body
- Empathy
- "I" message
- Helpful questioning
- Conflict resolving
- Decision making and goal setting
- Putting peer helping into action

9 781559 590105
ISBN 1-55959-010-6

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